

379.774

dup 308'99
m.c.p

Learning and Labor.		
LIBRARY		
OF THE		
University of Illinois.		
CLASS.	BOOK.	VOLUME.
379.774	M 58	1877
Accession No.		

The person charging this material is responsible for its return to the library from which it was withdrawn on or before the **Latest Date** stamped below.

Theft, mutilation, and underlining of books are reasons for disciplinary action and may result in dismissal from the University.

To renew call Telephone Center, 333-8400

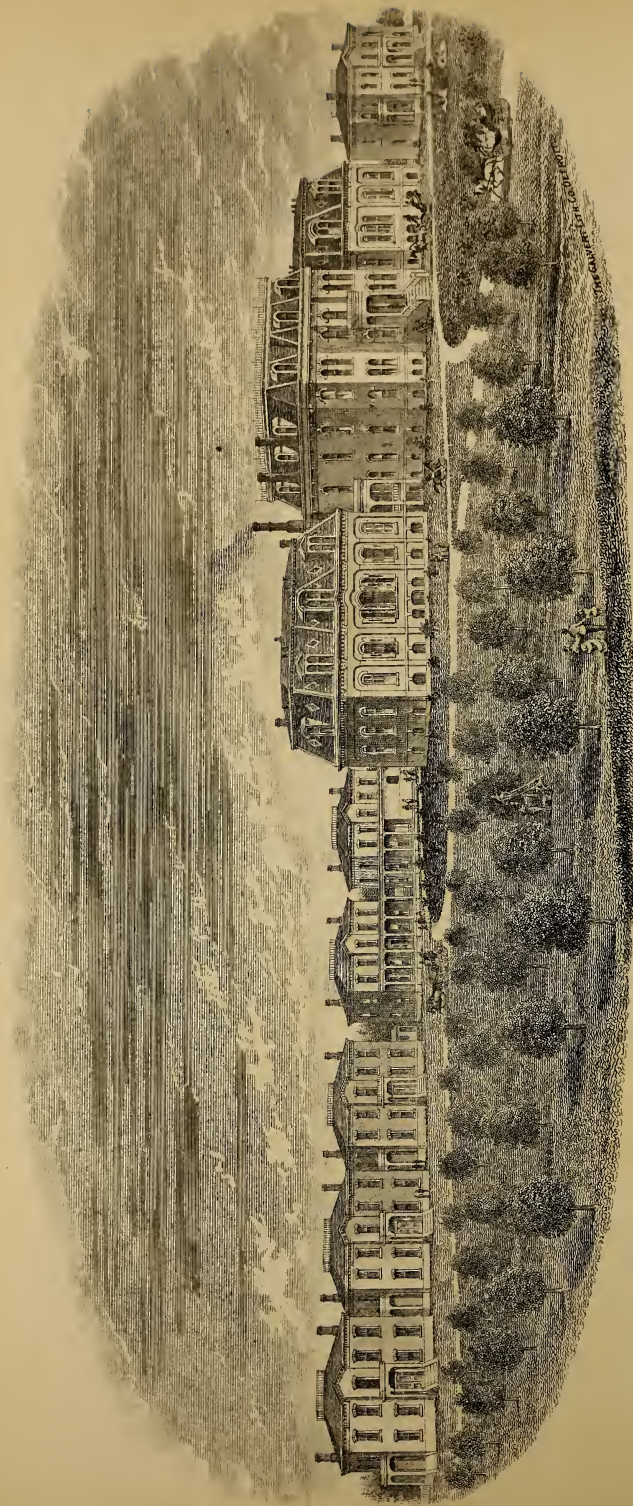
UNIVERSITY OF ILLINOIS LIBRARY AT URBANA-CHAMPAIGN

JUN 12 1986
MAY 16 1986



Digitized by the Internet Archive
in 2015

LIBRARY
OF THE
UNIVERSITY of ILLINOIS



THE CAMBERT LITH. CO. DETROIT.

STATE PUBLIC SCHOOL COLDWATER, MICH.

FORTY-FIRST ANNUAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION
OF THE
STATE OF MICHIGAN,
WITH
ACCOMPANYING DOCUMENTS,
FOR THE YEAR 1877.



BY AUTHORITY.

LANSING:
W. S. GEORGE & CO., STATE PRINTERS AND BINDERS.
1878.

379.774

M58

1877

TABLE OF CONTENTS.

	PAGE.
REPORT OF SUPERINTENDENT:	iii
Uniformity of text books,	xx
Local supervision of schools,	xxiii
Institutes,	xxxiv
Statistics of schools,	xli
Abstracts of Inspectors' Reports,	xliv
Apportionment of Primary School money,	lii

DOCUMENTS.

UNIVERSITY:	
Report of Regents,	3
Report of President,	9
AGRICULTURAL COLLEGE:	
Report of President,	21
NORMAL SCHOOL:	
Report of Principal,	25
Report of Ruth Hoppin,	28
Report of F. H. Pease,	29
Report of Mary A. Rice,	30
Report of C. F. R. Bellows,	31
Report of Daniel Putnam,	34
Report of Lewis McLouth,	39
Report of J. P. Vroman,	40
Report of A. Lodeman,	41
Report of Anna M. Cutcheon,	42
Report of Visitors,	43
Report of Treasurer,	47
REFORM SCHOOL:	
Report of Board of Control,	52
Report of Treasurer,	54
Report of Superintendent,	55
Report of Teachers,	58
Report of Physician,	61
STATE PUBLIC SCHOOL:	
Report of Board of Control,	63
Report of Superintendent,	66
Report of Physician,	77

34627

	PAGE.
INSTITUTION FOR DEAF AND DUMB, AND BLIND:	
Report of Principal,	78
ADRIAN COLLEGE:	
Report of President,	80
ALBION COLLEGE:	
Report of President,	87
GRAND TRAVERSE COLLEGE:	
Report of President,	97
HILLSDALE COLLEGE:	
Report of President,	103
HOPE COLLEGE:	
Report of President,	118
KALAMAZOO COLLEGE:	
Report of President,	120
OLIVET COLLEGE:	
Report of President,	124
YOUNG LADIES' SEMINARY, MONROE:	
Report of Principal,	135
GERMAN-AMERICAN SEMINARY:	
Report of Secretary,	139
RAISIN VALLEY SEMINARY:	
Report of Principal,	141
REPORTS OF TOWNSHIP SUPERINTENDENTS:	
On Legislation,	142
On Supervision of Schools,	158
On Condition and Progress of Schools,	178
On School Work,	199
On Hindrances to Progress,	206
On Uniformity of Text-books,	216
On Institutes,	221
On Libraries,	226
Transactions of State Teachers' Association,	231

DEPARTMENT OF PUBLIC INSTRUCTION, }
OFFICE OF SUPERINTENDENT, }
Lansing, December 28, 1877. }

To his Excellency, CHARLES M. CROSWELL, Governor of Michigan:

SIR,—I have the honor to transmit, through you, to the Legislature, in accordance with the provisions of law, the Annual Report of the Department of Public Instruction, and the accompanying documents for the year 1877.

I am, sir, very respectfully,

Your obedient servant,

H. S. TARBELL,
Superintendent of Public Instruction.

REPORT.

The schools of the present day are, and ought to be, very different from those of a generation ago. The changes of social life, incident to the great expansion in late years of the railway system, and the consequent tendency to congregate in cities, and the no less evident and increasing influence of city upon village, and village upon country life, have wrought a correspondent change in our schools; and graded schools—a development, in the main, of the last twenty-five years—have become to our school system what cities are to our social, with all the increased activity and opportunity which city life brings, but also with its compensating dangers and drawbacks.

The central thing in the school system of the present day is the graded school. Out of it grows the university as naturally as did the college from the typical New England academy which was, forty years ago, planted in Michigan soil, not long to flourish, but to be succeeded by the genuine child of the people, in corporate capacity, the public graded school.

To determine the character of our graded schools is to fix, in definite metes and bounds, our entire educational work. The dependence of the university on the graded schools is evident; but nearly as dependent are the colleges, and almost the district schools. Each graded school is a center of influence to a multitude of ungraded schools around it, giving them tone and method, drawing from them their best pupils, and returning them their best teachers.

But, a fact less likely to be remembered, the graded schools are no less dependent on the other members of the educational system. Every place is largely influenced by the tone of surrounding communities. Our constant village and city growth is the result of influx from the surrounding country. Those moving to the smaller villages are often the wealthy elderly men of the country; to the cities, the enterprising young men, who are to be the successful business men of the cities, and in a few years the leaders of social, business, and political sentiment. These bring with them the educational thought and feeling of their country homes, and, unfortunately, in many cases lower the educational spirit and liberality of the places to which they bring so much business life. It would be hardly too much to say that to make our city and village schools permanently safe in the hands of an intelligent and appreciative community, it is necessary that the sentiment of the patrons of our district schools shall be correct.

To secure this, we need an open communication and cordial intercourse between urban and rural schools. A oneness of interest must be felt,

the smaller graded schools must be encouraged, the teacher of the district school must be recognized as a member of the fraternity, and a helping hand extended to all who, under difficulties, are striving to do a good work in the common field.

To show the relative status of our graded schools, and to afford a ready means of comparison of school with school, and therefore of suggestion to all, to give those who can, the opportunity to "read between the lines" the condition of society and of school work of which these figures are the exponents, the following statements and tables are presented.

In round numbers the graded schools are to the ungraded as 1 to 19, while the number of teachers employed in the graded are to those in the ungraded as 4 to 10. Each graded school employs on an average 7 teachers, who give instruction 9.6 months each year to 55 pupils (enrolled), while each ungraded district has a school 7 months in the year, with an average enrollment of 38 pupils.

The aggregate number of months of teaching in graded schools is 20,000; in ungraded schools, 40,000. Supposing each pupil enrolled attended constantly during the entire time schools were open, the instruction given in the graded schools each year would be equivalent to the instruction of 1,100,000 pupils for one month, and in ungraded schools of 1,500,000 pupils for one month. In other words, 42.3 per cent of the teaching in the public schools of the State is done in the graded schools.

The extent of the work done in the graded schools of the State will appear more evident from the following table, showing the number belonging, by grades, to about 130 of our leading schools on the fourth Friday of the present school term. Comparing the numbers in this table with those in a table of ages to follow, and with the courses of study reported, will give an approximate idea of what is being accomplished. It will be noticed that some schools are evidently attempting to do too much, that in others a closer grading would doubtless secure better work, while, by others, the common nomenclature of the profession is scarcely understood.

Those pupils who are pursuing the studies of the *first year* of the course are reported as belonging to the *first grade*, and so on to the *twelfth*, or highest grade, who constitute the graduating high-school classes, in schools having twelve grades, which is the standard number by action of the National Association of School Superintendents, and likewise of the Michigan Association.

Many schools report a less number of grades,—none a greater number than twelve. Those which have reported less than six grades, those reporting by departments, and those combining two or more grades in their reports, are omitted in this table. The word department is used to refer to groups of adjacent grades: the primary department, including the first four grades; the grammar department, the second four grades; the higher department, the last (third) four grades.

SUPERINTENDENT'S REPORT.

V

NUMBER BELONGING BY GRADES.

SCHOOL.	Grade 1.	Grade 2.	Grade 3.	Grade 4.	Grade 5.	Grade 6.	Grade 7.	Grade 8.	Grade 9.	Grade 10.	Grade 11.	Grade 12.	TOTAL.
Adrian.....	167	130	101	140	139	121	107	99	60	34	24	18	1,140
Albion.....	98	84	83	75	17	15	18	20	51	20	12	-----	483
Algonac.....	43	18	19	23	10	25	8	8	7	6	6	3	176
Allegan.....	77	75	34	65	57	38	24	27	25	16	4	-----	442
Alpena.....	96	83	62	71	32	26	44	21	7	-----	-----	-----	442
Ann Arbor.....	271	167	167	146	192	91	88	68	85	79	85	75	1,514
Atlantic Mine.....	10	18	17	11	20	18	16	34	-----	-----	-----	-----	144
Angusta.....	15	18	15	7	14	16	19	16	13	18	-----	-----	151
Au Sable.....	33	23	12	10	7	8	10	-----	-----	-----	-----	-----	103
Bangor.....	6	7	10	12	20	19	22	15	20	3	2	-----	132
Bay City.....	534	337	338	186	116	124	94	59	47	27	11	10	1,883
Benton Harbor.....	13	29	7	14	10	20	20	23	27	17	16	24	221
Birmingham.....	10	18	23	21	20	28	29	21	23	26	-----	-----	219
Bloomington.....	4	13	12	2	16	13	15	13	7	-----	-----	-----	95
Bronson.....	20	60	40	20	28	22	10	14	20	6	-----	-----	200
Brooklyn.....	18	15	18	26	24	10	31	12	8	-----	-----	-----	142
Calumet.....	377	269	175	200	131	114	44	31	26	22	-----	-----	1,379
Caro.....	37	23	19	34	34	30	16	19	17	8	4	-----	243
Carrollton.....	25	11	27	19	24	10	7	-----	-----	-----	-----	-----	123
Centreville.....	13	14	12	10	10	7	15	11	12	11	19	6	178
Charlotte.....	91	82	81	85	71	31	27	37	20	22	9	6	573
Chelsea.....	43	37	20	18	26	23	10	28	48	19	5	-----	282
Clifton.....	26	30	25	13	8	4	-----	-----	-----	-----	-----	-----	106
Clio.....	10	21	11	13	19	17	12	-----	-----	-----	-----	-----	104
Coldwater.....	237	157	50	51	62	46	45	35	36	28	18	16	772
Concord.....	17	18	24	-----	18	19	15	18	-----	8	-----	-----	137
Coral.....	15	22	28	16	18	14	23	20	18	-----	-----	-----	159
Decatur.....	76	19	20	46	20	20	18	38	31	23	20	7	338
Deerfield.....	5	14	10	11	7	5	10	19	4	6	18	3	139
Detroit.....	2,839	1,776	1,618	1,470	1,036	796	622	377	222	172	150	111	11,180
Dexter.....	36	47	37	42	41	23	16	15	5	32	11	4	289
Dowagiac.....	42	36	37	45	38	40	24	26	22	14	12	12	359
Dryden.....	18	12	14	8	14	16	10	10	3	-----	-----	-----	165
East Blissfield.....	16	11	15	7	12	11	7	5	8	-----	-----	-----	93
East Saginaw.....	512	378	453	320	273	193	117	87	42	28	21	23	2,457
East Tawas.....	49	41	20	16	13	12	21	9	-----	-----	-----	-----	181
Evart.....	39	13	9	14	15	23	12	14	11	-----	-----	-----	150
Fair Haven.....	42	38	64	52	62	49	-----	-----	-----	-----	-----	-----	305
Flint.....	295	208	213	161	128	101	86	38	35	33	35	24	1,357
Flushing.....	14	21	28	12	15	25	16	14	14	2	2	2	165
Galesburg.....	21	10	10	11	9	15	20	13	7	15	5	10	157
Grand Haven.....	214	180	191	93	50	10	33	11	18	20	10	-----	770
Grand Ledge.....	54	30	37	35	21	26	23	13	8	8	-----	-----	255
Grand Rapids.....	602	500	431	576	464	250	191	168	141	18	71	45	3,557
Grandville.....	11	8	13	10	31	25	25	21	37	-----	-----	-----	181
Hancock.....	85	60	55	42	40	36	20	-----	-----	-----	-----	-----	338
Hart.....	10	15	12	12	13	15	17	18	-----	-----	-----	-----	112
Houghton.....	251	63	122	46	46	29	28	17	35	17	-----	-----	639
Howell.....	52	51	57	57	41	47	34	25	21	3	6	3	408
Imlay City.....	30	20	12	30	22	41	20	-----	-----	-----	-----	-----	184
Jackson.....	186	103	115	203	39	22	22	11	10	5	-----	-----	716
Jackson.....	291	212	204	140	85	114	99	74	43	45	17	-----	1,324
Kalamazoo.....	355	229	236	236	188	101	57	54	46	47	27	25	1,614
Lake Linden.....	33	43	56	65	64	83	-----	-----	-----	-----	-----	-----	344
Lake View.....	3	14	17	14	7	19	2	15	-----	-----	-----	-----	91
Lansing.....	196	141	96	122	152	82	120	61	41	36	23	13	1,082
Lapeer.....	117	82	65	74	32	68	36	16	36	11	11	8	556
Lawrence.....	25	20	15	23	15	8	17	22	20	19	6	-----	160
Lawton.....	38	18	15	22	18	21	15	17	4	5	4	-----	178
Leslie.....	51	47	31	21	21	20	23	21	13	18	16	12	494
Lowell.....	82	52	72	28	23	65	18	18	25	25	15	2	425
Ludington.....	93	60	59	65	49	21	36	28	22	9	9	-----	451

NUMBER BELONGING BY GRADES.—CONTINUED.

SCHOOL.	Grade 1.	Grade 2.	Grade 3.	Grade 4.	Grade 5.	Grade 6.	Grade 7.	Grade 8.	Grade 9.	Grade 10.	Grade 11.	Grade 12.	TOTAL.
Manchester.....	45	25	46	40	35	24	24	15					254
Manistee.....	104	83	120	63	36	41	17	10	14	8	12		514
Marine City.....	31	14	14	17	17	25	7	13	14	11	5		173
Marshall.....	136	110	148	111	41	41	33	39	38	15	14	7	732
Mason.....	7	27	9	24	20	28	35	33	35	25	57	46	345
Middleville.....	32	11	22	26	18	19	18	13	16	17	7	3	191
Midland.....	10	19	25	17	10	13	14	24	14	17	28	39	230
Monroe.....	35	25	33	37	35	27	16	21	13	5	8	4	259
Morenci.....	55	42	45	29	33	43							247
Mt. Clemens.....	56	31	51	45	28	28	19	19	21	20	18	8	344
Muir.....	14	23	8	26	22	48	41						182
Muskegon.....	271	152	145	133	104	47	31	36	16	18	6	4	971
Negaunee.....	98	72	72	50	67	54	44	49	29	34	23	13	615
New Baltimore.....	18	20	19	19	26	20	10	8	12	8			160
New Buffalo.....	34	8	38	18	7		15	7	2	1			131
Niles.....	142	94	84	84	88	57	64	44	44	36	33	14	781
Northville.....	17	19	18	22	16	20	13	17	6	17	6	9	180
Ontonagon.....	21	20	16	11	17	12	18	14	21	16	7		173
Ovid.....	25	49	57	56		88							275
Owosso.....	52	37			33	25	69	47	48	15	15	13	344
Oxford.....	15	11	34	11	20	24	31						146
Paw Paw.....	56	28	31	80	24	32	23	38	25	35	7	4	381
Pentwater.....	16	14	15	15	17	25	36	30	35	20			223
Phenix Mine.....	45	49	39	40	37	15	16	11					252
Plainwell.....	50	11	14	26	12	27	21	15	32	22	15	17	322
Port Huron.....	280	310	244	152	88	60	42	61	22	15	10	9	1,293
Quincy.....	9	5	27	14	10	10	23	14	24	30	24	24	214
Reading.....	20	21	18	15	12	18	17	12	10	19	9	2	173
Reed City.....	31	17	18	22	22	13	18	17	9				167
Rockford.....	26	13	12	34	28	20	24	32					189
Romeo.....	54	43	41	43	39	16	19	18	22	18	11	8	332
Saginaw.....	377	188	126	126	110	92	61	37	32	14	14	8	1,175
St. Johns.....	60	62	58	50	44	35	31	23	20	16	18	7	440
St. Louis.....	88	35	46	37	21	31	7						265
Saline.....	35	17	24	15	27	19	15	29	19	17	5	5	227
Schoolcraft.....	28	35	33	17	23	31	19	12	9	15	14	10	246
Spring Lake.....	49	44	60	75	58	50							336
Springwells.....	106	69	33	12	11	17	19	6					273
South Haven.....	61	28	17	20	29	20	18	15	8	14			232
Tawas City.....	9	8	19	20	18	30							104
Tecumseh.....	36	47	45	53	57	32	28	49	26	14	12	7	406
Three Rivers.....	41	32	27	32	20	19	13	11					195
Tuscola.....	16	12	17	12	7	15	12	5	1				95
Wendon.....	22	25	22	11	17	27	28	25	12	12	21	5	227
Wenona.....	95	56	74	49	34	23	19	18	12	5	3		398
Williamston.....	38	10	17	31	19	9	12	6	7	19	10	4	182
Ypsilanti.....	165	133	116	117	111	41	22	27	15	10	4	2	763
Zilwaukee.....	39	25	25	20		10	20	22					215
I.....	12,150	8,687	8,112	7,276	5,733	4,776	3,643	2,881	2,364	1,659	1,108	721	59,140
II.....	100.0	71.5	66.6	60.0	47.8	39.3	30.0	23.7	19.5	13.6	9.3	6.0	
TOTALS. III.....	7,729	5,486	5,099	4,730	3,823	2,940	2,340	1,923	1,451	1,202	964	685	38,272
IV.....	100.0	70.9	65.9	61.2	49.4	38.0	30.2	24.8	18.8	15.5	12.4	8.8	

Total I., given above, is the total of the numbers in the table. "Total II." shows the per cent the number in each grade is of the number in the first grade; but least the different basis, on which it is evident many schools report their grading, should be thought to destroy the force of the numbers in "total II.," total III. shows the aggregate, by grades, in the 47 schools reporting twelve grades, and total IV. gives the per cent which each number in total III. is of the number of grade 1 of the same total.

The great falling off of numbers between the first and second grades (or years of school work) is more nominal than real, and may be chiefly accounted for by three considerations: first, many schools admit pupils to the first grade two or three times per year, but promote to the second grade but once each year; second, the work laid down for the first grade is often much more than a year's work, so as to give the school the credit in the following grades of advancing pupils rapidly; third, many children just entering school at a tender age, and unused to confinement, attend school quite irregularly, are often out months at a time, and hence remain more than a year members of the first grade.

The season of the year has an influence on the relative proportion of the grades. This report was taken about the first day of October. In January the higher grades will show an increase, and in May the lower grades; but the swing of ratios would not exceed that seen above in totals II. and IV.

The actual diminution of members during the first four years is not excessive; but from that time on it becomes appalling. In all the grades above the fourth the teacher must work with the discouraging, but to the true teacher energizing, consciousness that one-fifth of his pupils will receive their last school lesson within one year.

I present below a table of the ages of pupils by grades, given in years and months, as the grades stood October 1, 1877:

PUBLIC INSTRUCTION.

AVERAGE AGE OF PUPILS BY GRADES.

SCHOOL.	Grade 1.		Grade 2.		Grade 3.		Grade 4.		Grade 5.		Grade 6.		Grade 7.		Grade 8.		Grade 9.		Grade 10.		Grade 11.		Grade 12.	
	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.
Adrian.....	6	5	8	10	9	1	10	---	11	7	12	8	13	7	15	---	15	---	16	---	17	10	17	8
Albion.....	7	4	8	4	9	8	11	1	12	3	16	6	14	7	15	9	14	6	16	5	17	---	---	
Allegan.....	6	6	7	8	9	---	11	---	12	1	13	5	14	3	15	5	16	---	16	8	16	---	---	
Alpena.....	6	3 $\frac{3}{4}$	7	9 $\frac{1}{2}$	9	1 $\frac{1}{2}$	10	1	11	4	11	11	13	4 $\frac{1}{2}$	14	11	16	5	17	---	---	---	---	
Ann Arbor.....	6	7	7	10	9	---	9	9	11	5	12	11	14	2	14	11	16	4	16	10	18	1	19	
Atlantic Mine.....	5	8	7	4	8	7	7	8	6	9	9	10	8	11	6	13	3	---	---	---	---	---	---	
Augusta.....	6	---	7	6	8	3	8	6	9	2	10	3	12	5	12	9	13	3	17	---	---	---	---	
Ausable.....	5	7	8	3	9	2	11	4	12	3	14	1	16	2	---	---	---	---	---	---	---	---	---	
Bay City.....	6	9	8	5	9	10	11	3	12	2	12	---	13	10	14	8	15	---	16	4	16	5	17	
Bent Harbor.....	5	6	7	1	8	6	7	7	8	2	10	6	10	2	10	3	11	4	13	7	14	6	16	
Birmingham.....	7	1	7	6	8	8	9	11	11	10	13	1	14	6	15	1	16	3	18	2	---	---	---	
Bloomington.....	5	2	5	9	6	2	8	7	10	4	12	1	12	6	14	8	16	7	17	9	---	---	---	
Bronson.....	5	2	8	4	8	---	9	4	10	---	11	6	13	---	14	8	16	---	18	---	---	---	---	
Brooklyn.....	6	11	7	11	9	6	11	2	12	10	14	3	15	5	16	9	19	---	---	---	---	---	---	
Calumet.....	6	1	7	6	9	1	9	10	11	2	12	5	13	---	13	3	14	11	15	11	---	---	---	
Caro.....	6	---	7	1	9	---	9	3	11	---	13	---	14	1	16	---	17	1	17	4	18	6	---	
Carrollton.....	6	4	7	6	8	6	10	3	10	3	11	---	13	6	---	---	---	---	---	---	---	---	---	
Centreville.....	5	---	6	6	7	---	7	6	7	6	8	7	9	7	10	6	12	---	12	---	13	6	14	
Charlotte.....	6	4	7	10	8	9	10	2	11	6	12	---	13	---	14	3	15	6	16	4	18	---	17	
Chelsea.....	6	9	8	5	8	9	9	11	10	5	11	11	6	12	11	16	1	17	5	16	7	---	---	
Clifton.....	7	1	8	4	10	4	11	13	---	16	3	---	---	---	---	---	---	---	---	---	---	---	---	
Clio.....	5	7	7	9	9	1	10	7	11	5	14	5	15	4	---	---	---	---	---	---	---	---	---	
Coldwater.....	7	9	9	11	11	3	11	11	12	4	13	8	14	10	15	8	16	2	16	10	18	---	18	
Concord.....	6	5	7	---	9	---	---	---	10	8	11	6	13	3	14	2	---	15	2	---	---	---	---	
Deerfield.....	6	6	8	1	8	1	8	9	10	10	10	7	10	11	12	3	13	1	13	10	15	2	17	
Detroit.....	7	2	8	9	10	---	11	---	12	---	13	---	13	9	14	14	11	16	4	16	7	17	9	
Dexter.....	6	---	7	5	8	3	10	8	10	4	12	1	12	3	14	2	17	---	15	6	17	2	17	
Dowagiac.....	6	5	8	3	8	11	9	4	10	7	13	2	13	2	14	3	15	7	16	---	17	9	18	
E. Blissfield.....	6	5	8	5	9	---	9	11	11	2	12	3	14	5	15	---	16	2	---	---	---	---	---	
E. Saginaw.....	7	7	7	4	8	8	8	9	9	11	11	1	12	3	13	4	14	7	15	9	16	---	17	
E. Tawas.....	7	3	8	4	9	1	10	---	10	11	12	9	13	4	15	3	---	---	---	---	---	---	2	
Evart.....	6	8	7	6	8	---	9	3	10	5	11	4	13	---	14	5	16	9	---	---	---	---	---	
Fair Haven.....	6	3	8	4	11	10	13	7	15	8	16	2	---	---	---	---	---	---	---	---	---	---	---	
Flint.....	6	7	7	11	9	9	10	12	5	13	1	15	1	16	4	16	6	16	9	17	7	19	1	
Flushing.....	6	---	7	4	8	5	10	3	11	5	13	1	13	10	14	5	16	---	19	6	18	3	18	
Galesburg.....	6	---	7	6	8	2	10	2	9	4	11	1	12	4	13	3	14	8	15	4	16	9	16	
Grand Haven.....	6	6	8	2	9	11	11	3	12	3	13	6	13	8	14	5	15	5	16	---	---	---	---	
Grand Ledge.....	6	9	7	9	9	4	9	4	9	9	12	---	13	2	14	8	14	11	16	6	---	---	---	
Grand Rapids.....	6	5	8	---	9	2	10	1	11	5	12	5	13	7	14	4	15	4	16	10	17	8	19	
Grandville.....	7	3	8	---	8	8	9	1	11	4	11	5	13	10	15	4	15	9	---	---	---	---	---	
Hancock.....	7	3	8	6	9	5	10	11	12	2	14	---	15	10	---	---	---	---	---	---	---	---	---	
Holland.....	7	---	8	8	10	5	11	1	10	8	12	7	13	9	15	5	---	---	---	---	---	---	---	
Houghton.....	7	4	8	7	10	2	11	10	12	1	12	6	12	11	13	6	15	2	14	10	---	---	---	
Howell.....	7	4	7	8	11	---	11	5	12	2	13	4	16	10	16	6	17	5	18	---	18	2	20	
Imlay City.....	5	---	6	---	6	---	8	---	10	---	12	---	15	---	---	---	---	---	---	---	---	---	---	
Jackson.....	6	7	8	---	9	3	11	1	13	---	13	4	14	6	17	3	---	---	---	---	---	---	---	
Jackson.....	7	6	5	1	9	8	10	9	11	10	13	0	13	8	15	1	15	8	16	5	16	8	17	
Kalamazoo.....	6	9	8	4	9	9	11	---	12	7	13	5	13	8	14	6	15	6	16	---	17	---	---	
Lake Linden.....	6	6	8	6	9	2	10	1	12	9	14	7	---	---	---	---	---	---	---	---	---	---	---	
Lakeview.....	6	5	6	9	8	3	9	6	9	10	11	9	12	6	16	2	---	---	---	---	---	---	---	
Lansing.....	6	10	8	---	8	6	9	8	10	10	11	11	13	14	9	15	6	16	6	16	10	16	10	
Lapeer.....	6	10	7	11	9	1	11	1	11	8	12	9	15	---	16	3	16	9	17	3	16	2	18	
Lawrence.....	6	6	7	7	9	8	10	5	11	3	12	1	14	5	16	7	18	---	18	3	18	6	---	
Lawton.....	7	---	8	1	10	3	9	4	10	10	11	5	13	7	14	11	15	7	16	8	16	6	---	
Leslie.....	6	3	7	8	9	4	9	11	11	2	11	9	12	1	13	6	14	4	15	4	17	1	18	
Lowell.....	6	9	8	5	10	---	12	4	11	8	12	9	13	5	14	5	16	3	17	4	18	4	16	
Ludington.....	6	2	7	5	8	10	10	2	10	7	11	---	11	9	13	5	15	---	16	1	17	---	---	

AVERAGE AGE OF PUPILS.—CONTINUED.

SCHOOL.	Grade 1.		Grade 2.		Grade 3.		Grade 4.		Grade 5.		Grade 6.		Grade 7.		Grade 8.		Grade 9.		Grade 10.		Grade 11.		Grade 12.	
	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.	Years.	Mos.
Manchester.....	5	6	6	7	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Manistee.....	5	6	6	11	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Marine City.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Marshall.....	5	6	6	6	6	12	13	13	14	14	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Mason.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Mendon.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Middleville.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Midland.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Monroe.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Morenci.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Mt. Clemens.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Muir.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Muskegon.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Negaunee.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
N. Baltimore.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
New Buffalo.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Niles.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Northville.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Ontonagon.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Owosso.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Oxford.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Paw Paw.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Pentwater.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Phœnix Mine.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Plainwell.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Pontiac.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Port Huron.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Quincy.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Reading.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Reed City.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Romeo.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Saginaw.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
St. Johns.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
St. Louis.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Saline.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Schoolcraft.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Springwells.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
South Haven.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Tawas City.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Tecumseh.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Three Rivers.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Three Rivers.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Tuscola.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Wenona.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Wilmington.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Ypsilanti.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Zilwaukie.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Average age.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15
Standard age.....	5	6	6	6	6	10	11	11	12	13	14	14	14	14	15	15	15	15	15	15	15	15	15	15

As most of our schools regrade at the commencement of the school year, subtracting one month from the ages given will in most cases give the age on entering the grade.

The average ages are given at the close of the table and compared with the average age which the system presupposes.

It will be noticed that there is a remarkable conformity of fact to expectation in this case, which is a striking proof of the reasonableness of the standard. The apparent excess of actual age over the standard in the middle grades is partially accounted for by the fact that the table includes many schools which report but six or eight grades, grading upon a different plan, but for convenience recorded in the same table.

Much more can be learned from the items in the table than from a summary of results. A comparison of the ages of pupils of a given grade in different schools will be interesting, but it will be more instructive to consider the reports of individual schools.

In the study of this table there are three things mainly to be considered: the time required for the average pupil to do the work of a grade, the hard spots in the course where chiefly pupils fall back in their work, and the number and age of those leaving the schools.

The second and third thoughts must be considered in connection with the table of numbers in the grades.

If the course of study be severe and standard high, the differences of age between successive grades will be increased. If bright pupils are readily passed from grade to grade in advance of their slower comrades and of the standard rate of progress the difference between the ages of grades will be less. If for any reason either in the conduct of the school or the character of the community the hold of the school upon pupils is slight, and they drop readily out of school upon the occasion of slight offense or difficult tasks or calls of business and gay life, then, the older pupils of each class being more readily affected by these things than the younger, the ages of successive ranks will change but slightly. Hence with the higher grades the paradox is often true that the slower the progress of the class the more rapid will it appear measured by average ages.

To illustrate, a class of fifteen, five of whom are fourteen, five thirteen, and five twelve years of age, will have an average age of thirteen years. In one year their average age should be fourteen; but if the five oldest leave the class the average of the class will be but thirteen years and six months.

The time will come when the first school work will be done with pupils of three or four years of age, but as most schools now are it is pleasant to observe how uniformly the first grade averages six or seven years of age.

The relatively excessive average age of the grammar grades is a subject worthy of earnest consideration. I commend to our educators the theme which it opens.

COURSES OF STUDY.

To tabulate all the courses of study of the different schools of Michigan would be an extensive task, and leave the impression of exceeding variety, whereas there is in fact among the more prominent schools a substantial uniformity in essential things. To select a few courses might seem invidious. I, therefore, for the present purpose present the course of study arranged by the Michigan Superintendents' Association. This course of study was substantially accepted at once by a majority of the schools of the State, and as in practice it has been found well adapted to the requirements of the school-room it has grown in favor and been more and more widely adopted.

STANDARD COURSE OF STUDY.

Primary and Grammar Grades.

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY AND HISTORY.	LANGUAGE.
First.	Primer and First Reader.	Writing Nos. to 50. Combinations to 10.		Oral.
Second.	Second Reader.	Writing Nos. to 100 Combinations to 20.	Geography, oral, of the City.	Oral.
Third.	Third Reader or Equivalent.	Writing to 1000. Fundamental Rules and Tables.	Oral, of County and State.	Oral.
Fourth.		Written Arith. through Fundamental Rules.	Written Elemen- tary Geography.	Oral.
Fifth.	Fourth Reader or Equivalent.	Common and Decimal Fractions.	Elementary, half year. Higher, half year.	Oral Grammar.
Sixth.		Reviews and U. S. money and Compound Num- bers.	Higher Geog'phy.	Elementary Gram- mar.
Seventh.	Fifth Reader or Equivalent.	Percentage.	Higher Geog'phy.	Elementary Gram- mar.
Eighth.		Finish and Review.	U. S. History.	Grammar or Com- position.

Penmanship, spelling, music, drawing, and general oral instruction recommended throughout the course.

PUBLIC INSTRUCTION.

General High School Course.

YEAR OR GRADE.	TERM.	MATHEMATICS.	LANGUAGE.	SCIENCE AND LITERATURE.
Ninth or First High School.	1 2 3	Algebra. " "	Composition. Grammar. Analysis.	Physiology. Zoology. Botany.
Tenth.	1	Arithmetic.	General History.	Botany and Physical Geography. Science of Government. Science of Government and Botany.
	2	"	"	
	3	Book keeping.	"	
Eleventh.	1 2 3	Geometry. " "	French or German. " "	Natural Philosophy. " Rhetoric.
Twelfth.	1 2 3	Algebra. " Drawing.	French or German. " "	Rhetoric. English Literature. "

The above course is intended to meet the requirements of a general course for those whose studies end with the high school and a preparatory course to the scientific department of the University.

The question, Who are our teachers and what pay do they receive? is answered in the table below. The salaries will be determined by the letters in accordance with the following key to the table:

The coefficients of the letters indicate the number of teachers at the salary shown by the letter. Thus, *F*, 3 *g*, *o*, 6 *v* means that one teacher receives \$1,000 per annum, three \$425, one \$320, and six \$250.

A star * placed after the name of a place calls attention to some additional item to be found at the close of the table. *A* indicates a salary of \$1,800 per annum; *B*, \$1,500; *C*, \$1,300; *D*, \$1,200; *E*, \$1,100; *F*, \$1,000; *G*, \$900; *H*, \$850; *I*, \$800; *K*, \$750; *L*, \$700; *M*, \$650; *N*, \$600; *O*, \$575; *P*, \$550; *a*, \$500; *b*, \$480; *c*, \$475; *d*, \$460; *e*, \$450; *f*, \$440; *g*, \$425; *h*, \$400; *i*, \$380; *j*, \$375; *k*, \$360; *l*, \$350; *m*, \$340; *n*, \$325; *o*, \$320; *p*, \$300; *q*, \$285; *r*, \$280; *s*, \$275; *t*, \$270; *u*, \$260; *v*, \$250; *w*, \$240; *x*, \$230; *y*, \$225; *z*, \$200.

SUPERINTENDENT'S REPORT.

XIII

TABLE OF SALARIES.

SCHOOL.	SUPERINTENDENT OR PRINCIPAL TEACHER.	No. OF TEACHERS.		SALARIES.
		Male.	Female.	
Ada	O. J. Stillwell.....	1	1	h. v.
Adrian	Wm. H. Payne.....	2	26	C, a, d, h, 4 i, 19 m. 1 at \$1,800.
Belleville	J. H. Coonradt.....	1	2	L, 2 w.
Albion	E. C. Thompson.....	1	11	F, d, o, p, 7 q.
Algonac	Robt. J. Barr.....	1	3	3 t. 1 at \$780.
Allegan	1	10	F, 3 q, o, 6 v.
Alpena	F. S. Dewey.....	2	9	E, L, g, 8 i.
Armada	A. M. Keeler.....	1	3	K, 2 v.
Ann Arbor	W. S. Perry.....	5	30	A, D, C, F, N, 3 a, 3 e, 2 g, 7 h, 3 j, 10 l, n, p.
Atlantic Mine	A. F. Rees.....	1	1	1 at \$630. e.
Augusta	H. Daniels.....	1	2	1 at \$540. 2 o.
Au Sable	J. N. Lane.....	1	2	H, l. 1 at \$160.
Bangor	A. C. Martin.....	1	3	l, o, 2 w.
Battle Creek	I. L. Stone.....	2	23	A, l, P, 2 a, 2 e, h, 2 j, 5 l, 7 p, 3 u.
Bay City	Ira W. Morley.....	3	41	A, F, G, 2 L, 3 a, 2 e, 21 h, l.
Berrien Springs	M. W. Smith.....	1	3	L.
Benton Harbor	G. W. Davis.....	1	5	I, h, t, 3 y.
Birmingham	A. M. Webster.....	2	3	J, o, 3 w.
Bloomington	C. L. Brown.....	1	1	e, v.
Bronson	Jesse T. Borton.....	1	4	M, 3 v, z.
Brooklyn	D. E. Haskins.....	1	2	F, h, p.
Byron	E. M. Plunkett.....	1	1	L, v.
Calumet	E. F. Curtis.....	7	16	F, 4 M, 3 N, 2 P, 3 a, 5 e, 3 f. 1 at \$2,150.
Caro	A. C. Brower.....	1	4	G, 3 l, w.
Carrollton	Mrs. E. J. Demorest.....	1	2	e, p.
Caseville	John K. Beach.....	1	1	M, l.
Centreville	L. B. Antisdale.....	1	4	G, 4 o.
Champion	C. H. Chamberlain.....	1	2	E, 2 N.
Charlotte	J. A. King.....	1	12	G, N, a, 9 l.
Clarkston	W. C. Bell.....	1	2	a, 2 u.
Clayton	J. C. Wheeler.....	1	2	N, 2 y.
Chelsea	N. A. Richards.....	1	5	L, h, 4 r.
Chesaning	W. A. Fallas.....	2	3	L, 4 o.
Clifton	C. H. May.....	1	1	F, h.
Clio	H. M. Elliott.....	1	1	F, 2 Y.
Coldwater	D. Bemiss.....	2	18	B, H, P, a, 2 h, 8 m, 6 o.
Colon	C. H. McKinser.....	1	1	e, q.
Concord	R. C. Markham.....	3	2	I, 2 k.
Coopersville	H. M. Wright.....	1	2	a, r. 1 at \$180.
Coral	C. Frazier.....	1	2	N, k, p.
Dearbornville	F. Benton.....	1	1	a, p.
Decatur	H. Upton.....	1	6	G, a, h, k, 3 o.
Deerfield	F. E. Shepard.....	1	2	P, Y.
Detroit*	J. M. B. Sill.....	12	212	
Dexter	H. E. Kratz.....	1	6	E, 2 o, 2 r, w, z.
DeWitt	G. M. Bennett.....	1	1	a, v.
Dowagiac	C. O. Tower.....	3	5	F, a, e, k, 3 o, i.
Dryden	C. E. Messer.....	1	1	M, w.
Dundee	W. C. Cheever.....	2	2	N, 2 v, z.
East Blissfield	C. O. Hoyt.....	1	2	M, r, w.
East Hudson	J. Travis.....	1	3	M, 3 v.
East Saginaw*	J. C. Jones.....	5	49	D, I, 3 L, 2 N, 3 a, 4 b, 6 e, 5 g, 18 h, j, 5 l, 2 n, p.
East Tawas	E. E. Penny.....	1	3	3 h. 1 at \$350.
Edwardsburg	L. J. Quantrel.....	1	2	P, 2 o.
Evart	R. H. Beal.....	1	2	L, h, y.
Fair Haven*	A. E. Burt.....	2	1	
Flint	T. W. Crissey.....	3	31	A, D, I, M, 2 N, a, c, 4 e, g, 2 h, i, 12 k, 6 o.
Flat Rock	Mrs. H. B. James.....	1	3	N, 2 p.
Flushing	J. L. Spencer.....	1	3	L, 3 p.
Frankfort	A. B. Perrin.....	1	2	F, 2 o.
Franklin	W. H. Burgess.....	1	2	K, 2 a.
Gaines Station	T. F. Casamer.....	1	1	a, y.
Galesburg	J. Kernohan.....	1	3	M, 3 o.
Grand Haven	H. Phillips.....	1	16	F, b, F, 3 h, k, 4 m, 2 o, u, 2. z
Grand Ledge	L. D. Miles.....	1	4	e, 4 y.
Grand Rapids*	A. J. Daniels.....	9	74	2 D, 2 F, 2 G, I, L, 2 M, 2 N, 3 O, 10 a, e, d, 4 f, 38 h, j, 9 k, p.
Grandville	J. G. Bremley.....	1	4	N, 2 p, 2 r.
Hancock	S. E. Whitney.....	2	6	B, k, N, 2 a, e, h, v.
Hart	G. A. Onitchet.....	1	2	N, h. 1 at \$180.

TABLE OF SALARIES—CONTINUED.

SCHOOL.	SUPERINTENDENT OR PRINCIPAL TEACHER.	No. OF TEACHERS.		SALARIES.
		Male.	Female.	
Holland	I. F. Bangs	2	9	G, 2 l, n, p, 2 s, 2 y. 1 at \$125.
Holly	Wm. Thomas	1	6	k, 2 o, 2 l, x. 1 at \$760.
Houghton	W. J. Whitney	2	10	B, G, 2 l, N, 6 a, v.
Howell	E. B. Fairfield	1	8	B, P, K, 2 o, 4 r.
Hubbardston	A. V. Phister	1	2	b, p, z.
Hudson	C. T. Bateman	1	7	F, k, 4 o, 4 r.
Imlay City	R. O. Langdon	1	2	N, v, z.
Ithaca	H. R. Pattengill	1	2	I, 2 u.
Jackson	B. R. Gass	1	16	A, M, 3 a, 10 h, 2 l.
Jackson *	U. W. Lawton	4	23	B, 2 L, D, 2 a, 8 e, 17 h, 4 l.
Kalamazoo	A. George	2	39	A, H, 2 P, 3 a, f, 4 h, 7 l, 20 k.
Lake Linden	W. Bath	1	7	E, L, N, 2 a, 2 e, h.
Lakeview	J. Adams	—	2	h, p.
Lansing	C. A. Sanford	4	25	D, I, 2 N, e, 4 h, 3 l, 2 n, 15 p.
Lapeer	O. G. Owen	1	12	D, L, a, 10 l.
L'Anse	A. J. Rosenbury	2	1	I, a.
Lawrence	J. W. Simmons	1	3	I, 2 o, w.
Lawton	H. D. Lawton	1	2	I, w, z.
Leslie	C. A. Cook	1	5	I, v, 4 z.
Lexington	C. E. Swift	1	4	N, 2 r, z. 1 at \$160.
Lowell	J. A. May	4	5	I, h, k, 2 o, 3 r, u.
Ludington	J. N. Foster	2	7	F, 8 h.
Manchester	J. R. Miller	2	5	E, l, k, 4 o.
Manistee	C. Hurd	1	12	D, P, a, 7 e, 3 h.
Maple Rapids	S. I. Horr	1	2	M, g, v.
Michigamnee Village	J. F. Haley	1	2	G, a, h.
Marine City	C. J. Keynick	2	3	I, 4 t.
Marshall	H. N. French	1	17	I, a, 2 h, 2 l, 2 n, 9 p. 1 at \$1,603.
Mason	D. J. Darrow	1	7	F, a, h, k, o, p, r, u.
Mendon	J. W. Bentley	2	3	J, k, 3 o.
Middleville	H. Carnon	1	3	L, 2 p, t.
Midland	M. E. Belsher	1	4	I, 3 p, r.
Monroe	C. F. Harris	1	4	D, 4 p.
Morenci	C. M. Ranger	—	6	N, 2 q, 3 v.
Mosherville	G. A. Howe	1	1	h, z.
Mt. Clemens	H. Sears	1	7	D, h, 6 r.
Muir	R. B. Hilliards	1	2	a, p, t.
Muskegon *	R. E. Bunker	2	23	G, 2 P, 3 a, 2 g, 4 h, e, 3 s, 6 l, 2 p.
Napoleon	T. C. Williams	1	2	N, o, r.
Negaunee	V. B. Cochran	1	11	D, 2 a, 9 h.
New Baltimore	I. L. Forbes	1	3	L, k, o, p.
New Buffalo	S. Hutchinson	1	2	N, a. 1 at \$150.
Niles	C. B. Thomas	2	18	B, N, 7 h, 3 j, 5 p, 3 v.
Northford	F. Pettitt	1	1	a, v.
Northville	J. N. Barnhart	1	4	F, k, o, 2 r.
Newaygo	T. Smith	1	3	F, 2 k, o.
Nunica	R. L. Corbitt	1	1	a, w.
Ontonagon	E. P. Willey	1	4	G, 2 h, 2 l.
Otisville	W. H. Begel	1	2	o, 2 v.
Otsego	B. A. Nevins	1	5	L, 2 q, 2 m. 1 at \$180.
Ovid	H. N. Enos	1	4	G, p, r, 2 u.
Owosso	L. Baker	1	7	G, a, 2 h, 4 o.
Oxford	J. McInnis	1	2	a, w, z.
Parma	L. E. Ireland	2	2	I, k, 2 o.
Paw Paw	G. S. Baker	1	7	F, a, 2 h, 4 o.
Pentwater	G. W. Wood	1	3	L, 3 l.
Petersburg	F. Camburn	1	2	a, o, r.
Pewabic	A. S. Whitney	1	1	K, a.
Phoenix Mine	Mrs. E. B. Wood	—	3	G, N, a.
Pierson	J. R. De Wolf	1	1	i, p.
Plainwell	W. H. Cole	1	1	I, 2 u, 5 z.
Pontiac	G. M. Clayberg	3	16	B, G, L, a, c, 2 h, 2 i, 5 k, m, 4 o.
Port Crescent	G. B. Harris	1	1	M, S.
Port Huron	H. J. Robson	2	24	D, L, a, e, 2 h, 8 l, 4 m, 8 u.
Quincy	H. M. Fish	2	4	H, p, 2 q, 2 p.
Reading	A. Palmer	1	4	I, 2 p, z.
Reed City	A. Sunderlin	1	2	N, 2 p.
Richmond	E. L. Briggs	1	1	e, y.
Rockford	G. M. Sprout	1	3	3 p. 1 at \$675.
Romeo	O. D. Tompson	1	7	B, 2 N, 2 h, l, p.
Saginaw *	C. A. Gower	4	26	I, 2 F, P, 3 e, a, h, 8 j, 4 l, 2 n, 5 p, v.
Saline	A. G. Gumaer	1	5	F, a, o, t, 2 r.
Schoolcraft	W. Clark	1	5	I, t, 4 q.

SUPERINTENDENT'S REPORT.

XV

TABLE OF SALARIES—CONTINUED.

SCHOOL.	SUPERINTENDENT OR PRINCIPAL TEACHER.	No. OF TEACHERS.		SALARIES.
		Male.	Female.	
South Haven.....	G. F. Burkett.....	1	4	G, 2 p, 2 x.
St. Clair.....	J. T. Aulls.....	2	6	F, a, h, o.
St. Johns.....	D. B. Yutema.....	3	7	I, 2 k, 3 o, 2 w, 2 z.
St. Louis.....	W. E. Ransom.....	2	3	I, 4 v.
Spring Lake*.....	A. W. Taylor.....	1	5	I, C, 4 v.
Springwells.....	O. N. Lathers.....	1	3	L, h, l, p.
Springport.....	R. M. Paine.....	1	2	a, p, v.
Stanton.....	E. Crowell.....	1	5	H, h, 4 l.
Tawas City.....	S. B. Laird.....	1	1	H, e.
Tecumseh.....	Z. C. Spencer.....	2	9	2 a, 2 l, n, 3 s, 2 v. 1 at \$1,000.
Three Rivers.....	C. S. Baker.....	1	8	2 h, 6 u. 1 at \$1,350.
Trenton.....	E. E. Church.....	1	2	M, p, v.
Three Rivers, 2d Ward.	W. J. Cox.....	1	3	L, 2 o, r.
Tuscola.....	J. A. Smith.....	1	1	L, z.
Union City.....	F. E. Clark.....	1	4	I, 2 h, 2 o.
Unionville.....	A. E. Cook.....	1	1	q, 1 at \$180.
Vassar.....	L. A. Park.....	1	4	I, o, r, 2 w.
Vermontville.....	E. G. Arnold.....	1	2	a, 2 x.
Vicksburg.....	L. L. Perrin.....	2	2	P, t, 2 y.
Vriesland.....	P. Borst.....	1	1	a, z.
Watervliet.....	A. N. Woodruff.....	1	1	e, r.
Wayland.....	J. Humphrey.....	1	2	2 y. 1 at \$390.
Wenona.....	R. F. Hartford.....	1	7	G, 4 k, l. 2 at \$415.
Whitehall.....	A. W. Slayton.....	1	4	G, 2 k, 2 o.
Williamston.....	G. W. Warren.....	1	3	L, 3 o.
Wyandotte.....	B. Widner.....	10	16	N, 2 h, l, 3 o, 4 r.
Ypsilanti.....	J. C. Magill.....	4	16	C, I, L, N, 2 c, g, 3 j, 5 l, 5 p.
Zeeland.....	F. A. Freeman.....	1	2	e, z. 1 at \$163.
Zilwaukee.....	R. H. Wood.....	2	2	L, u, v. 1 at \$150.

* Detroit has 1 teacher at \$3,000, 1 at \$2,000, 1 at \$1,500, 1 at \$1,400, 10 at \$1,200, 1 at \$1,075, 1 at \$1,025, 1 at \$1,000, 4 at \$900, 1 at \$875, 1 at \$850, 2 at \$825, 5 at \$800, 8 at \$775, 1 at \$750, 3 at \$725, 13 at \$700, 3 at \$675, 1 at \$650, 12 at \$630, 2 at \$625, 12 at \$600, 1 at \$530, 20 at \$575, 10 at \$550, 10 at \$525, 30 at \$500, 1 at \$475, 20 at \$450, 1 at \$425, 16 at \$400, 1 at \$375, 18 at \$350, 20 at \$300.

* East Saginaw has 1 teacher at \$2,300, 1 at \$925.

* Grand Rapids has 2 teachers at \$2,250.

* Muskegon has 1 teacher \$1,700.

* Saginaw has 1 teacher at \$2,000.

* Jackson has 1 teacher at \$2,000, 1 at \$1,400.

* Fair Haven has 1 teacher at \$530, 1 at \$180, 1 at \$120.

A TABLE Showing in Part the Text Books used in the Graded Schools of Michigan.

PRIMARY AND GRAMMAR GRADES.

	READERS.	SPELLERS.	ARITHMETIC.	GEOGRAPHY.
Adrian.....	Harvey's and Ander- son's.	Willson's.	Hagar's and Stod- dard's.	Cornell's.
Atlantic Mine.....	National and Educa- tional.	Swinton's.	Robinson's.	Cornell's.
Augusta.....	Webb's, and Sander's, and Union.	Sanders'.	Stoddard's.	Monteith's.
Bay City.....	American & Anderson.	Worcester's.	Walton's.	Cornell's.
Belleville.....	Model and Parker & Watson.	Sanders'.	Robinson's.	Guyot's.
Birmingham.....	Educational, Webb's, and Edward's.		Stoddard's.	Colton's.
Bloomington.....	Sander's.	Sanders'.	Robinson's.	Cornell's.
Byron.....	Watson's and Webb's.		Stoddard's.	"
Brooklyn.....	American and Webb's.		Robinson's.	Monteith's.
Caro.....	Hillard's.	Sanders'.	"	"
Charlotte.....	Webb's.		White's and Olney's.	"
Chesaning.....	Independent.		Stoddard's.	"
Clarkston.....	Sanders' and McGuffey.	Sanders'.	Robinson's.	Guyot's.
Clio.....	Sanders'.	"	"	Monteith's.
Dexter.....	Sanders'.	"	Robinson's and Stod- dard's.	Colton's.
Dowagiac.....	Monroe's.	Monroe's.	Robinson's and Stod- dard's.	Cornell's.
East Blissfield.....	Monroe's.	Sanders'.	White's and Stod- dard's.	Colton's.
East Saginaw.....	Willson's.	Independent and San- ders'.	Robinson's and Wal- ton's.	Guyot's and Cornell's.
Farwell.....	National.	Patterson's.	White's.	Colton's.
Flint.....	Analytical and Union.	Sheldon's.	Robinson's.	Harper's.
Grand Haven.....	Willson's.	National.	"	Guyot's.
Grand Rapids.....			Stoddard's, Robinson's, French's, Almy's.	"
Holland.....	Willson's.	Smith's, Little's.	Davies'.	Guyot's.
Holly.....	Harvey's.	Patterson's.	Olney's.	Colton's.
Houghton.....	American Ed.		Robinson's.	Cornell's.
Howell.....	Model.	Swinton's.	Nichols'.	Harper's.
Hudson.....	Sanders' & Anderson's.	Sanders'.	Stoddard's.	Colton's.
Kalamazoo.....	Union and Educational.	Union.	Robinson's.	Cornell's.
Lansing.....	Independent.	National and Analytic.	"	Warren's.
Lapeer.....	Sanders'.		"	Harper's.
Lawrence.....	Sanders'.	Sanders'.	Stoddard's, with Rob- inson's.	Cornell's.
Leslie.....	Independent.	Independent.	Davies'.	Colton's.
Ludington.....	Harvey's.	Swinton's and Ana- lytical.	White's.	Cornell's.
Marine City.....	Sanders'.	Sanders'.	Robinson's & Olney's.	Cornell's.
Marshall.....	Willson's and Union.		Robinson's.	"
Mendon.....	Willson's.	Swinton's.	"	Olney's.
Mason.....	National.	National.	Olney's & Stoddard's.	Monteith.
Muir.....	Independent.	Analytic.	White's and Stod- dard's.	Guyot's.
New Baltimore.....	Independent.	Ind. and Swinton's.	Davies' and Olney's.	
New Buffalo.....	Independent.		Stoddard's.	Colton's.
Niles.....	Sanders'.		"	Colton's and Guyot's.
Northville.....	Watson's.		Robinson's.	Monteith's.
Ontonagon.....	Watson's Ind.	Adams'.	Stoddard's.	Cornell's.
Otsego.....	Webb's Model.	Webb's.	"	
Parma.....	Webb's Model.	National.	Robinson's & Stoddard's.	Cornell's.
Paw Paw.....	Union.	Union.	Robinson's.	"
Pentwater.....	Sander's.	Sanders'.	"	Colton's.
Pt. Crescent.....	Town's.	Town's.	Davies'.	Colton's.
Port Huron.....	Sanders'.	Sanders'.	Stoddard's.	McNally's.
Romeo.....	Harvey's.		Robinson's.	Colton's.
Saginaw.....	American and Union.	Swinton's.	"	Harper's.
St. Johns.....	Independent.	Henderson & Sher- dard's.	Robinson's and Stod- dard's.	Our World.
St. Clair.....	American.	Town's.	Robinson's.	Cornell's.
Saline.....	Willson's.	Patterson's.	Stoddard's.	Colton's.
South Haven.....	Swinton's, Edward's, & McGuffey's.	Patterson's and Swin- ton's.	White's and Robin- son's.	Harper's, Cor- nell's and Monteith's.
Stanton.....	Harvey's.	Patterson's.	White's.	Colton's.
Three Rivers.....	Sanders'.	Harvey's.	Robinson's.	Harper's.
Vassar.....	Independent.		"	Monteith's.
Wenona.....	American.	Swinton's.	"	Colton's.
Ypsilanti.....	Franklin & Anderson's.	Patterson's.	Olney's.	"

A TABLE SHOWING THE TEXT BOOKS USED.—CONTINUED.

PRIMARY AND GRAMMAR GRADES.

	GRAMMAR.	U. S. HISTORY.	PENMANSHIP.	DRAWING.
Adrian.....	Kerl's.	Swinton's.		Krusi's.
Atlantic Mine.....	Sill's.			
Augusta.....	Kerl's.		Spencerian.	
Bay City.....	"	Swinton's.	"	Krusi's.
Belleville.....	"	Anderson's.	"	
Birmingham.....	Harvey's.	"	Babbittian.	
Bloomington.....	"	Swinton's.	"	
Byron.....	Greene's.	Anderson's.	Spencerian.	
Brooklyn.....	Swinton's.	Quackenbos'.	"	
Caro.....	Harvey's.	Anderson's.	"	
Charlotte.....		Barnes' and Ander- son's.		Krusi's.
Chesaning.....	Harvey's.	Swinton's.	Spencerian.	
Clarkson.....	"	Harper's.		
Clio.....	Kerl's.	Anderson's.	Babbittian.	
Dexter.....	"	Ridpath's.	"	
Dowagiac.....	Swinton's.	Goodrich's.		
East Blissfield.....	"	Anderson's.		
East Saginaw.....	Kerl's.	Swinton's.	Spencerian.	Krusi's.
Farwell.....		Venable's.		
Flint.....	Kerl's.	Wamsch.		Walter Smith's.
Grand Haven.....	Swinton's.	Swinton's.		
Grand Rapids.....	Harvey's.	Anderson's.	Spencerian.	Bartholomew.
Holland.....	Swinton's.	Scott's.		
Holly.....	Harvey's.	Lossing's.		
Houghton.....	"	Ridpath's.		
Howell.....	Swinton's.	"	Payson's, D. S.	Krusi's.
Hudson.....	Kerl's.	Anderson's.	"	
Kalamazoo.....	Swinton's.	Lossing's.	P., D. & S.	
Lansing.....	Harvey's.	Swinton's.	Payson's, D. S.	Krusi's.
Lapeer.....	Kerl's.	Anderson's.	Babbittian.	
Lawrence.....	Harvey's.	Barnes'.	"	
Leslie.....		"	Spencerian.	
Ludington.....	Swinton's.	"	"	Krusi's.
Marine City.....	Kerl's.	Quackenbos'.		
Marshall.....	Swinton's.	Swinton's and Los- sing's.	Spencerian.	
Mendon.....	Swinton's.		Scribner's and Dutton's.	
Mason.....	Bullion's.	Anderson's.	Payson's, S. D.	
Muir.....	Harvey's and Greene's.		Eclectic.	
New Baltimore.....	Harvey's and Swin- ton's.	Swinton's.	Payson's, &c.	
New Buffalo.....	Greene's.	Swinton's.	Spencerian.	
Niles.....	"	Anderson's.	Payson's, S. D.	
Northville.....	Swinton's.	Barnes'.		
Ontonagon.....	"	Anderson's.	Spencerian.	
Otsego.....	Kerl's.	Venable's.	Babbittian.	
Parma.....	"		Spencerian.	
Paw Paw.....	Swinton's.	Swinton's.		
Pentwater.....	Harvey's.	Anderson's.	"	Webb's.
Pt. Crescent.....	"	Willson's.	"	
Port Huron.....	Kerl's.	Anderson's.	"	Bartholomew.
Romeo.....	Swinton's.	"		
Saginaw.....	Swinton's and Har- vey's.	Harper's.	Spencerian.	
St. Johns.....	Harvey's.	Harper's and Scott's.	Payson's, D. S.	
St. Clair.....	Kerl's.	Quackenbos'.	Spencerian.	
Saline.....	Swinton's.	Anderson's.		
South Haven.....	Harvey's and Swin- ton's.	Barnes'.	Babbittian.	
Stanton.....	Harvey's.	Lossing.	Spencerian.	Krusi's.
Three Rivers.....	Clark's.	Quackenbos'.	Payson's, D. S.	"
Vassar.....	Clark's.	Barnes'.		
Wenona.....	Swinton's.	Swinton's.	Spencerian.	Smith's.
Ypsilanti.....	"	"	"	

A TABLE SHOWING THE TEXT BOOKS USED.—CONTINUED.

HIGH SCHOOLS.

SCHOOL.	ALGEBRA.	GEOMETRY.	GEN'L HISTORY.	RHETORIC.
Adrian.....	Eaton's.	Olney's.	Swinton's and	Haven's.
Allegan.....	Robinson's and	Robinson's and	Swinton's.	Quackenbos'
	Olney's.	Olney's.	Webber's.	
Ann Arbor.....	Olney's.	Olney's.	Swinton's.	Hart's.
Augusta.....	Robinson's.			
Bay City.....	Olney's.	Olney's.	Swinton's.	Hart's.
Battle Creek.....			"	"
Belleville.....	Robinson's.	Robinson's.		
Birmingham.....	Olney's.	Olney's.		Hart's.
Brooklyn.....	Robinson's.	Davies'.	Quackenbos'.	"
Byron.....	Stoddard's.	Stoddard's.	Anderson's.	Quackenbos'
Calumet.....	Robinson's.	Robinson's.	Swinton's.	
Caro.....	Olney's.	Olney's.	Anderson's.	
Caseville.....	Robinson's.	Robinson's.		
Charlotte.....	Olney's.	Olney's.	Anderson's.	Hart's.
Chelsea.....	"			
Clarkston.....	Robinson's.		Harper's.	Hart's.
Dexter.....	"	Olney's.	Anderson's.	Haven's.
Dowagiac.....	"		"	
East Blissfield.....	Olney's.	Robinson's.		
Edwardsburg.....	Robinson's.		Swinton's.	
East Saginaw.....	Olney's.	Olney's.	"	Hart's.
Flat Rock.....	Robinson's.	Robinson's.	"	
Flushing.....			Anderson's.	"
Flint.....	Olney's.	Olney's.	"	
Galesburg.....	Stoddard's.	Davies'.	Swinton's.	
Grand Rapids.....	Olney's.	Olney's.	"	Hart's.
Grand Haven.....	Robinson's.	Robinson's.	Anderson's.	"
Hancock.....	"	"		Bain's.
Howell.....	Olney's.	Olney's.	Swinton's.	Hart's.
Holland.....	"	"	"	"
Holly.....	"	"	"	
Houghton.....	Robinson's.	Robinson's.	"	Hart's.
Hudson.....	"	"	Anderson's.	Quackenbos'
Jackson, No. 17.....	Ray's & Olney's	Olney's.	"	
Kalamazoo.....	Olney's.	"	Swinton's.	Hart's.
Lansing.....	Robinson's.	"	"	"
Lake Linden.....	Olney's.			
Lawton.....	Davies'.	Davies'.	Anderson's.	
Lapeer.....	Olney's.	Olney's.		Hart's.
Leslie.....	"	"	Anderson's.	"
Lowell.....	Robinson's.	Robinson's.	"	
Lawrence.....	Ray's.	Davies'.		Whateley's.
Ludington.....	Olney's.		Anderson's.	Hart's.
Marine City.....	"	Olney's.	"	
Marshall.....	"	"	Swinton's.	
Mason.....	"	"		Hart's.
Mendon.....	Robinson's.	"		
Midland.....	"	"		
New Baltimore.....	Olney's.	"	Thalheimer's.	
New Buffalo.....	"	"	"	
Negaunee.....	Robinson's.	Robinson's.		
Niles.....	Olney's.	Olney's.	Anderson's.	Quackenbos'
Northville.....			Swinton's.	Hart's.
Ontonagon.....	Peck's.	"	Anderson's.	"
Otsego.....	Olney's.	"		
Paw Paw.....			Swinton's.	Hart's.
Pentwater.....			Anderson's.	Quackenbos'
Petersburg.....	Robinson's.	Robinson's.	Quackenbos'.	
Plainwell.....			Anderson's.	
Pontiac.....	Ray's & Olney's			
Port Huron.....	Olney's.	Olney's.	Anderson's.	Hart's.
Reading.....	Robinson's.	Robinson's.		
Rockford.....	Olney's.		Anderson's.	
Romeo.....	"	Robinson's.	Swinton's.	Hart's.
Saginaw.....	"	Loomis'.	"	Hepburn's.
Saline.....	"	Robinson's.	"	Hart's.
Schoolcraft.....	Olney's & Rob-	Olney's.		"
	inson's.			
South Haven.....	Olney's.	Olney's.		Quackenbos'
St. Clair.....	Davies' and Ol-	Davies'.	Anderson's.	"
	ney's.			
Stanton.....	Olney's.	Olney's.	Anderson's.	
St. Johns.....	"	"		Hart's.
Three Rivers.....	"	"	Swinton's.	Quackenbos'
" " Second Ward.....	Robinson's.			
Vassar.....	Olney's.	Davies'.	Anderson's.	Parker's.
Wenona.....	"	Olney's.		Hart's.
Ypsilanti.....	"		Swinton's.	

A TABLE SHOWING THE TEXT BOOKS USED.—CONTINUED.

HIGH SCHOOLS.

SCHOOL.	PHYSIOLOGY.	ZOOLOGY.	BOTANY.	NATURAL PHILOSOPHY.	CHEMISTRY.
Adrian	Haven's.		Wood's.	Cooley's.	Eliot & Storer's.
Allegan	Jarvis'.		"	"	Youmans'.
Ann Arbor	Dalton's.	Smellie's.	Gray's.	Norton's.	Eliot & Storer's.
Atlantic Mine					
Augusta	Brown's.			Wells'.	
Bay City	Hutchinson's.		"	Rolfe & Gillet's.	Steele's.
Battle Creek	Loomis'.		"	Quackenbos'.	"
Belleville	Brown's.			Cooley's.	
Birmingham	Steele's.		Wood's.	Steele's.	"
Brooklyn	Dalton's.	Nicholson's.	Gray's.	Quackenbos'.	"
Byron	Loomis'.		"	Steele's.	
Calumet	Hutchinson's.	Tenney's.	Wood's.	Quackenbos'.	
Caro	Steele's.		Gray's.	Cooley's.	
Caseville				Steele's.	
Charlotte	Brown's.		Wood's.	Norton's.	
Clarkston	Steele's.				
Clio				Steele's.	
Dexter	Hutchinson's.		Gray's.	"	Steele's.
Dowagiac	Steele's.		Wood's.	"	Cooley's.
East Blissfield	Brown's.			"	
Edwardsburg	"			"	
East Saginaw	Cutter's.	Tenney's.	Gray's.	Cooley's.	Steele's.
Flat Brook		Morse's.	"	Haven's.	Youmans'.
Flushing					
Flint	Hutchinson's.	Orton's.	Wood's.	Cooley's.	Cooley's.
Galesburg				Steele's.	Steele's.
Grand Rapids		Tenney's.	Gray's.	Rolfe & Gillet's.	Eliot & Storer's.
Grand Haven	Cutter's.	Morse's.	Wood's.	Norton's.	Steele's.
Hancock	Brown's.	Nicholson's.	Gray's.		Eliot & Storer's.
Howell		Steele's.	Wood's.	Norton's.	Hooker's.
Holland	Dalton's.			Quackenbos'.	
Holly	"		Gray's.	Norton's.	
Houghton	Brown's.		"	"	Youmans'.
Hudson	Loomis'.		"	Steele's.	Steele's.
Jackson, No. 17	Brown's.			"	Cooley's.
Kalamazoo	Steele's.	Steele's.	Wood's.	Cooley's.	Steele's.
Lansing		Nicholson's.	Gray's.	Norton's.	
Lake Linden	Dalton's.			Quackenbos'.	
Lawton	Steele's.				Hooker's.
Lapeer	Dalton's.	Steele's.	Wood's.	"	Youman's.
Leslie	Cutter's.	Morse's.	Gray's.	Steele's.	Steele's.
Lowell				Peck's.	
Lawrence	Steele's.	Tenney's.	Gray's.	"	"
Ludington	Dalton's.		"	Norton's.	
Marine City	Steele's.		"	Quackenbos'.	"
Marshall	Loomis'.	Orton's.	Wood's.	Peck's.	"
Mason	Dalton's.	Hooker's.	Gray's.	Rolfe & Gillet's.	Hooker's.
Mendon	Steele's.			Steele's.	Steele's.
Midland				Cooley's.	Youmans'.
New Baltimore	"			Steele's.	Steele's.
New Buffalo	"		"	"	
Negaunee				Parker's.	
Niles	"	Tenney's.	"	Steele's.	"
Northville	Hooker's.		Wood's.	Norton's.	"
Ontonagon	Steele's.		Gray's.	"	Cooley's.
Otsego	Brown's.		Wood's.	Steele's.	
Paw Paw			Gray's.	Norton's.	
Pentwater	Hooker's.		Wood's.	Steele's.	
Petersburg			"		
Plainwell	Dalton's.		Gray's.		
Port Huron	Brown's.	Tenney's.	"	Peck's.	Steele's.
Reading	Steele's.		"	Steele's.	
Romeo	Loomis'.	"	"	Cooley's.	Cooley's.
Saginaw	Hutchinson's.	Orton's.	"	Norton's.	Youmans'.
Saline	Brown's.	Smellie's.	Wood's.	Steele's.	Steele's.
Schoolcraft	Cutter's.			Wells'.	
South Haven	Loomis'.		"	"	"
St. Clair	Cutter's.		"	"	Rolfe & Gillet's.
Stanton	Brown's.		"	Norton's.	
St. Johns	Dalton's.	Tenney's.	"	Wells'.	Steele's.
Three Rivers	Brown's.		Gray's.	Norton's.	Youmans'.
Three Rivers, 2d ward	Dalton's.		Youmans'.	Cooley's.	
Vassar	Steele's.		Wood's.	Steele's.	Steele's.
Wenona	Cutter's.	Agassiz'.	Gray's.	Quackenbos'.	
Ypsilanti	Hutchinson's.	Steele's.	"	Norton's.	Eliot & Storer's.

UNIFORMITY OF TEXT-BOOKS.

Upon the question of the number, variety and cost of the text-books used in the schools, a wide spread feeling of restiveness exists. Michigan is not alone in this matter. Agitation of the subject everywhere shows how deeply these evils are felt; and the blind struggles for relief are proofs both of the appreciation of the loss the present lack of system entails, and of the exceeding difficulty with which remedies are found for popular evils requiring for eradication the intelligent coöperation of the masses.

The legislature of 1877 was deeply interested with this question, and would have passed some law upon the subject by an overwhelming majority if the mere desire to relieve the public of the burden and vexation attending the present condition of affairs had been the only question at issue.

To learn the feeling in this State, I refer the reader to the remarks on the subject to be found in the reports of the township superintendents under the headings "Uniformity of Text-books," page 216, and "Hindrances to Progress of Schools," page 206.

The one great evil arising from this lack of uniformity, an evil overshadowing all others, evils patent to all, but not worthy to be compared with this chief evil, is the confusion and embarrassment which it introduces into the school room. That the majority of our teachers are mere text-book users, lesson hearers, instead of cultured instructors in the principles of knowledge and their application to the duties of life, we hear stated on all sides, but only an intelligent critic can comprehend how radical and serious an evil this is. The measure of one's comprehension of this truth is the measure of his educational intelligence. Could we remedy this on the part of the teachers and have right views of education prevail among patrons, we would be near the educational millennium. It need not be said that a lack of uniformity of text-books is the cause of this state of affairs, but it evidently aggravates the evil, for no teacher can prepare himself with thoroughness and enthusiasm to hear forty classes per day of one to five pupils each. Nor can anything like a course of study be formed or an attempt at grading be made while this defect continues. I hope to see the day when nine-tenths of the schools of Michigan will be working upon a course of study substantially uniform, adapted to the characteristics and development of the growing mind, practicable for the school room and amply qualifying for the duties of adult life.

The individual method which this multiplicity of classes fosters may be excellent for an occasional advanced and ambitious student who will quickly get into the graded village school, but is by no means inspiring to the majority of the pupils and never to the teacher. We feel this more seriously now than ever, as our young people are more hasteful and impatient than formerly, less plodding and thorough-going in disposition and with memoritu instruction, little drill, and few tests of faithfulness or comprehension, no wonder

the cry goes up that the instruction given in the schools is not thorough or practical.

Our ungraded schools cost us last year over one and one-half millions of dollars. If the instruction given were worth $12\frac{1}{2}$ per cent less than it should have been by reason of multiplicity of classes, inferior text-books and distracted interests arising from lack of uniformity in the individual districts, then \$200,000 were wasted from this cause during the past year.

The law provides for a "uniform list of text-books to be used" in each school, to be prescribed by the district board, and the wonder may arise why, if the lack of uniformity be so serious a detriment, and the remedy lie so closely within the hands of the people, it be not applied at once. The authority given to district school boards is precisely the same in this respect as that exercised by the trustees of graded schools, and yet all graded schools have a uniform list of text-books, while the great majority of district or ungraded schools have not.

The point simply is, the graded school boards dare, and the district school boards dare not comply with the law. In the latter case the board being but few in number, being the neighbors, and desirous of being the friends of those affected by their action, they shrink from doing their duties as officers, lest it shall affect their relations as men; for some, perhaps most, will almost inevitably be displeased at their action.

Now what shall be done about it? We must have *some* uniformity or be wofully wasteful of money and effort in our schools.

We might have State, county, township or district uniformity. Each scheme has its advocates, its enemies, its advantages, and its difficulties.

The State system is the most dazzling scheme, but a national uniformity would be more brilliant still. Its difficulties lie in the centralization of undue power into the hands of few, the great liability to bribery and the certain charges of it, the extent of change inevitable, its inequality, some books being selected which are extensively used in certain parts of the State and very little elsewhere, the difficulty of selecting books adapted to the wants of all. As Superintendent of Public Instruction I should not wish a committee to select books for the State to be constituted without including myself, nor should I dare for the sake of my good name to act on such a committee.

County uniformity presents these difficulties to a less extent than State uniformity, but by no means escapes them. The experience of other States is by no means assuring to the advocates of State or county uniformity. The extent of the moneyed interests involved lead to bitter strife, and after all to a plentiful lack of the uniformity sought. Berrien county tried county uniformity two years with results well known.

There remain to be considered township uniformity and district uniformity. With either of these I would be satisfied. All the good results to the schools can be secured with either.

To place the matter in the hands of a town board would carry it beyond the bounds of neighborhood jealousies, and yet would not make the interests involved of such pecuniary magnitude as to lead to strife or unfair dealing. If the directors of the several districts, together with the school inspectors, were directed to make such a selection as they deemed wisest for the schools of the township, the matter would be taken out of the hands of the teachers, as it ought to be, and the habit of consultation in regard to school interests and of looking beyond district boundaries would tend to wiser and more uniform action in this and other matters pertaining to the schools.

And yet a still simpler remedy may be found. Leave the power where it now exists in the hands of the district board, and require this board under penalty of a forfeiture of one-half the primary school money to be apportioned to the district to send to the Superintendent of Public Instruction, with the report of the district in 1879, a complete list of the text-books selected for their district, and in 1880, and thereafter require a similar report, accompanied by the statement of the township superintendent that no other books than those in the prescribed list had been used as text-books in the school during the past school year.

This would allow one year after the books were selected for the patrons of the schools to procure the necessary books, and as the board would naturally select books commonly in use if suitable, no friction or unnecessary expense would be involved.

The penalty would be a welcome relief to the district board, as it would show to all objectors that they were performing an unavoidable duty in enforcing uniformity. The selection of text-books and the arrangement of courses of study are duties which the law wisely and logically assigns to the same persons. The suggested change would not interfere with the present combination of these two powers, nor would it prevent, but rather encourage the voluntary combination of the districts in a township, or of the townships in a county to select a common list of books.

This would not interfere with the graded schools of the State, which all have now a uniformity of text-books, and ought not to be compelled to sacrifice local independence, peculiar necessities and preferences, together with the stock of books now on hand, for the sake of an ideal scheme of uniformity by State or county.

The question of uniformity has been considered apart from the question of expense of text-books. There is no necessary connection between the two; though several efforts, particularly the Minnesota scheme, to secure uniformity and cheapness at one effort, have given them a connection in popular thought.

The plan of "free text-books" is the best solution of the difficulty arising from expensiveness of school books, with which I am conversant. I recommend the passage of a law allowing the tax-paying voters of each district to determine at the annual meeting whether the district board shall furnish school

books at the expense of the district to all pupils in attendance at the school during the coming year, the books to be the property of the district and loaned to the pupils under suitable restrictions.

District boards are now authorized to "purchase at the expense of the district, such school books as may be necessary for the use of children when parents are not able to furnish the same," and this method of supplying textbooks would do away with a distinction between the indigent and those having competence.

Several States have a similar law, and it is uniformly reported to give general satisfaction, and accomplish a large reduction in the aggregate cost of textbooks. Publishers will supply school boards on the most favorable terms.

LOCAL SUPERVISION OF SCHOOLS.

For many years Michigan school laws provided for the inspection and license of teachers by a board of school inspectors for each township; and to one of their number was assigned the duty of visiting schools and exercising a general watch-care over them. The results of this system proved unsatisfactory to the majority of the people of the State, and an earnest agitation for a change was commenced in 1859 by Hon. J. M. Gregory and his coadjutors, continued through his administration and into that of his successor, Hon. Oramel Hosford, and ended apparently in the triumph of those demanding a more thorough supervision of the schools.

The county superintendency provided by the law of 1867, was hailed as a great advance by a large majority of the more earnest friends of education and great expectation of the improvement of our schools was entertained. It had in it, however, some fatal defects which were seized upon by those who had, from the beginning, opposed it, and every opportunity,—and opportunities were numerous,—was taken to cripple and belittle it. The scheme never met the expectations of its friends, and was overturned in 1875, going down under an overwhelming weight of popular opposition. The present system of township superintendency has been now on trial for three years, and the popular verdict upon it is being made up. That verdict will vary in different sections of the State. In the northern counties, and newer portions of the State the sentiment of the people is very generally against the township superintendency; in the southern and older portion, sentiment is divided. It is plain that there has been a reaction since 1875. That reaction was evident in 1877, and will be greater in 1879; whether to the extent of rendering it possible to reinstate the county superintendency, I doubt. Could the matter be left to the township superintendents themselves, there is no doubt what their action would be. For their opinions I refer the reader to page 158, of this report, *et seq.*

Whether it is wise to renew the agitation for county supervision of schools is a question on which there is a very wide and earnest difference of opinion.

For my own part I do not propose to attempt it. I doubt whether a county

superintendency, hampered by the restrictions in regard to the selection and remuneration of these officers which the Legislature, in obedience to popular demand, would be sure to impose, and from which it is vain to expect to escape, is an office which friends of our school system should seek to establish.

The argument that a man selected for his competence and interest in schools, devoting his whole time to their care, will do better work than a score of men full of other business, is one that cannot be gainsayed. But such men must be supported, and an average of \$250 to \$300 per annum, the cost of the present system per county, will not procure their services.

I see no alternative to the proposition that a county superintendency must be expensive, compared with the present system, or inefficient.

It is scarcely fair to say that the township system costs nearly as much as did the county system, for we do not propose to call back the old system with its political elections and meager salaries. Any county (or district) superintendency which we want will cost twice as much as either system has done during the last six years. The cost of the county superintendency was about \$45,000 per annum. The present system costs about \$18,000 per annum.

It is easy to say and not difficult to prove, that such supervision as we desire would be in reality the cheapest, because most effective in proportion to the expense, and one might claim with much show of virtuous indignation that therefore the high interests of education demanded it, and therefore the people ought to be, would be, willing to support it; but I am sadly apprehensive that such would not prove to be the case.

We must take facts as they are, and not as we would wish them.

There is, in Michigan, a feeling prevailing to a greater degree than in most other States, that abhors centralization and resents outside interference. This worked and would again work against county or district supervision.

That many localities were better off with county than township supervision is undeniable. The converse of this is equally true, and it is as true as either that there prevails great dissatisfaction with the present system.

While serious complaint may be properly made of the capacity and fair dealing of some of the township superintendents, it must be acknowledged that the great majority of them are doing the best they can in the midst of many difficulties, and making an honest endeavor to improve the schools. Some of the foremost citizens of the State are in their ranks. There are special advantages in having within each township one of the best citizens charged with the special care of the schools and feeling a special responsibility for them.

I do not intend to disparage the present system while it is that on which we must depend for the right working of our schools. I have hitherto done and intend to do all I can to add to its efficiency, and the pleasure with which its duties are discharged. Still I would be glad to see a change, and I think the welfare of our schools loudly demands a change in this system. One fundamental evil connected with the practical working of the system is the brief

tenure of office, and the constant change in the corps of superintendents. The usual time of continuance in office of the township superintendent is one year; more than six hundred of the superintendents each year are new men. They tire of the office with its vexatious duties, which do not "pay," in any personal way, they discover the great work which needs to be done in the schools, and see how powerless they are to accomplish it, and despairing turn away, or rotation in office bestows its honors on another, or they offend by refusing a certificate to some one unqualified, and sweet revenge is sought in the caucus or at the polls. The changes within the year are very nearly one hundred. These changes are the more numerous because the practice, often very wise in itself, prevails of electing teachers to this office, who will in the practice of their vocation remove within the year.

Now what can be done under these circumstances? What plan which requires steadiness, perseverance and consistency,—and almost all school plans emphatically require this,—can be accomplished through their agency?

I will not here refer to the exceeding difficulty in many localities of finding suitable men who will accept the office, nor to the unfortunate selections which are often made, their frequent favoritism, the injudicious and arbitrary conduct of some, and the apathy of others dead beyond a resurrection. Each reader may fill this picture as his imagination or his experience shall dictate.

The scheme for the supervision of our schools which I judge to be the best at present attainable, and one worthy of a good degree of permanence, may be outlined as follows: The present system to be continued with some modifications. Require the superintendents of schools in the several towns of each county to meet at the county seat on a specified day, and elect a board of county examiners to consist of three members; one to hold office for one year, one for two years, and one for three years, and thereafter to elect one member each year to hold office for three years. The superintendents thus assembled should fix upon such times and places within their respective counties for the examination of teachers as will best accommodate the greatest number of candidates for examination, which examinations should be conducted by the board of examiners, or any two of them, and the certificates issued should be valid throughout the county.

The board of examiners should receive a reasonable per diem and necessary office expenses. Township superintendents might issue permits to teach, which would render the recipient "qualified" until the time of the next examination held by the board of examiners, and no longer.

The other duties at present devolving on the township superintendent should remain, and to these should be added the duty of sending, each term, to the secretary of the board of county examiners a statement of the quality of the work done by each teacher, and the condition of the school in each district, with such other information as might be called for. A similar report should

also be made to the citizens at the annual town meeting. The superintendent should likewise have a control over the conduct of the schools and the methods and management of the teachers corresponding to that which is exercised by the superintendents of the public schools of our cities.

A change of a few clauses and a section added to the law establishing a township superintendency would be all that would be requisite to put this new machinery in motion.

Its effect would be to relieve the township superintendents of that item of their duties, which gives them their greatest annoyance, and is least profitably as a rule performed, and would add to their powers in directions more to their pleasure and the profit of the schools.

It would secure unity of action throughout our counties, permanency and consistency in the requirements of examiners. It would avoid favoritism, jealousies, and political wire pulling. Certificates would mean something, for they would be given, with care, by a board who felt their responsibilities and knew each candidate would prove in the school room the value of their judgment. The reports from the superintendents would show wherein those certified by the board failed, and the candidate would be judged by several men from different standpoints. To the better class of teachers it would be a decided advantage, for a certificate of good qualification and success would be valid in every township in the county, and would be a reliable testimonial. District boards could know something of the qualifications of those seeking employment instead of as now hiring the teacher, and then sending him on the Saturday before the Monday on which the term commences to the superintendent for a certificate which will legalize his employment. This certificate must be granted or the arrangements of the district are interfered with and offense given.

I apprehend a large proportion of the certificates granted by superintendents are given under circumstances quite similar to the above; and that in nine-tenths of the instances the school is secured before the certificate. Seventy per cent of the examinations held this past year were special or private.

This plan would secure an educational leadership and a unity of action in each county. Our system of institutes would become greatly more effective, and the culture of the teachers, and improvement of the schools, could by various plans be systematically attempted with great hope of success. A county organization which, with two or three exceptions, does not now exist in the State, would be maintained by the superintendents, and their mutual interest in the work increased. Plans for work could be laid out in the success of which such an interest would be felt, that the superintendents would desire to remain in office to carry out their plans. And this would be possible much more frequently than now, for the occasions of making enemies would be many less than at present. There is nothing which will make a man cling to an office like having a plan which he wishes to carry out.

Need I say that the plan I propose, while more efficient, would cost less than

the present system? It is evident that two or three men examining twenty to fifty teachers at once, on set days only, can do it at less expense than twenty men examining for a township only and often each teacher singly as the schools are engaged. Not more than one-tenth as many examinations would be needed by the new scheme as by the present.

The scheme I have above sketched is a combination of what seems to me the best features of the two plans of supervision which have for a dozen years divided the public mind. I suggest it hoping it may commend itself to all as something worthy in itself and worthy of acceptance by the friends of county or of township superintendency. I appeal now and shall continue to appeal to the friends of our public schools, to whom this plan shall commend itself, to grasp it in its inner thought, and probable outworkings, and urge its acceptance not as the highest ideal, but as feasible, and the best supervision now and here attainable.

COMPLAINTS AND DEFECTS.

Though it will be convenient to consider these subjects in connection, the complaints made against our schools are by no means coincident with their defects; for, unfortunately, we have those in our midst who complain with little knowledge of the true grounds of fault, and still more unfortunately, deep-seated, wide spread defects exist in our schools against which there go up no loud protests. I rejoice at complaints founded on intelligence and an anxious regard for the interests of the youth of our land for whom the schools exist. Let these complaints resound until patriotism, philanthropy, parental love and foresight rescue our schools from the clutches of political partisanship, penurious indifference and sectarian bigotry.

But there is such a thing as the spirit of fault-finding going too far, being voiced and increased by those who, while protesting reform, intend destruction. From such, may the good sense of the people of Michigan deliver us.

Among the proofs adduced of the deterioration of our schools, the results of examinations at

WEST POINT

hold a prominent place.

It is thought that here, where a large number of young men from all parts of the country are examined annually by a corps of examiners who are undeniably competent and impartial, holding their individual positions through many years of service, making the tests of attainment and standard for admission as nearly as possible the same, year by year, may be found a test by which the relative quality of the instruction given in the schools now, and in previous years may be ascertained.

A record of the number of candidates appointed to cadetships at West Point, number admitted, number rejected and cause of rejection has been kept since

1838, and tables containing these items, are published in the Report of the Board of Visitors of the U. S. Military Academy for the year 1877.

From this report I condense and compute the following table:

	1838 to 1849.	1850 to 1859.	1860 to 1869.	1870 to 1876.	1838 to 1876.
Number appointed.....	1,259	1,029	1,024	1,257	4,599
Number rejected by Academic Board.....	74	118	170	400	762
Percentage rejected.....	6	11	16	32	16.6
Number rejected by Medical Board.....	29	34	21	61	145
Percentage rejected.....	2	3	2	5	3
Number admitted.....	1,086	806	777	662	3,301
Number graduated.....	450	350	439	213	1,452
Percentage graduated.....	42	43	56	60	52

In 1840, out of 106 candidates, 8 or 7.4 per cent were rejected.

In 1850, out of 98 candidates, 3 or 3 per cent were rejected.

In 1860, out of 84 candidates, 12 or 14 per cent were rejected.

In 1870, out of 163 candidates, 73 or 44.8 per cent were rejected.

In 1876, out of 168 candidates, 53 or 31 per cent were rejected.

In the Report of the Board of Visitors for 1875 it is stated "It is a very suggestive fact that in the last five years the average number of rejected candidates has been *six per cent* for physical deficiency, and *forty per cent* for deficiency in the scholastic requirements. * * * From these statistics it is clearly evident that in the schools of the country there is need of more thorough methods of instruction in the elementary branches."

Prof. Church, in the same report, says: "I am satisfied that there is somewhere a serious defect in the system of instruction, or in its application, in the schools of our country for education in the elementary branches, particularly in arithmetic, reading, and spelling. I think our candidates are not as thoroughly prepared as they were twenty years ago."

I have presented above, in as striking a form as I can, the facts and opinions on which a wide-spread and alarming deterioration of our school system in the entire United States is affirmed.

It may be worth while to examine these facts and see whether the inferences usually drawn necessarily follow.

That the ratio of failures to applicants has greatly increased of late years is a palpable fact, and this fact is usually referred to as though the cause lay exclusively in the comparative inefficiency of our schools of modern days.

I quote the following from a letter received from the Adjutant of the Military Academy: "As to the causes of failure of so large a percentage of candidates, this is, in the opinion of officers engaged in the examinations, due, first, to the deterioration of the primary schools of the land; and, secondly, to the fact that candidates are generally selected through personal notions rather than for any excellence observed in them."

This increases the number of unknown quantities in our equation to two, and

very justly relieves the schools of a greater or less portion of the burden from the facts. Possibly we have not yet determined all the causes. May it not be that a different class of young men are seeking admission of late years, and may it not be that unconsciously the standard of requirement has been raised? And is it not true that, in consideration of the increased number of subjects taught in the schools, the examination at West Point may not be as fair a measure of the work done by them now as it once was? Let us examine anew the statistics with reference to these thoughts.

It will at once be noticed that while from 1838 to 1869 the number of applicants is only about 103 per annum, since that time the number has been 180 per annum as a result of the readjustment of the basis of representation. With such enlarged numbers from which to select those to be admitted it would be too much to expect from human nature that the standard for admission should not be raised.

Certainly something of the kind seems to have modified the action of the Medical Board, for while the rejections for physical deficiency were but two and a half per cent from 1838 down to and including 1868, since that time they have been five per cent on the average, and in 1872 twelve per cent.

Now it scarcely seems credible that since 1868 the proportion of physically unsound young men has suddenly become twice as great as for the previous thirty years.

That some other agency than the condition of the schools is involved in the per cent of failures may be seen in comparing failures from those appointed "at large" and those appointed from the States. From 1838 to 1869 inclusive the per cent of failures among candidates at large was three and a half, and for the years 1870-1876, inclusive, thirty-four.

If the condition of schools only were the *vera causa* of the failures the percentage of failures from the nation "at large," and from the States collectively, should be the same; while in fact the percentage of failures from candidates at large was up to 1870 but $\frac{1}{4}$ as great as from the States collectively, but since that time two per cent greater; showing conclusively that the method of selection, rather than the condition of the schools, determines the ratio of failures.

Perhaps the very improvement of the schools is a cause of the greater proportion of failures. Years ago the young man seeking admission to West Point felt himself obliged to make special preparation therefor in the better schools or by tutor, just as he would have done for admission to college. I knew this to be done in several cases twenty or more years ago, when my own thoughts were directed thitherward. Now, when an appointment is to be made, young men present themselves just from the schools or the farm with the impression that the requirements are not such as to render any special preparation necessary.

If we estimate our school systems by the record of failures at West Point, we shall be obliged to revise entirely the popular verdict as to their relative merit. Since 1869 Arizona, Dakota, New Mexico, Minnesota, Oregon, Vermont and Wyoming have each had a perfect record at West Point, while the percentage of failures from Wisconsin for that period is 25, Massachusetts 27, Indiana 29, New Hampshire 33, Michigan 33, Ohio 34, New York 35, Connecticut 36, Maine 37, Pennsylvania 40, and Illinois 43.

But if it be true that unfortunate changes in the schools have produced the above results, then it is probably equally true that the schools have sent a class of candidates to West Point with such a breadth of culture, such training in the art of study and improved capacities for acquiring knowledge, that they have been able to do of late much better work to sustain themselves to the end of an exacting course of study with greater certainty than their predecessors; for it appears from the same table that while from 1838 to 1849 the percentage of those admitted who were able to complete the course and graduate, was but 42, in the next decade it was 43 per cent, in the next, 56, and since 1870, 60 per cent. The class of 1877 was admitted with 118 members in 1873, and graduated 76 in 1877.

In speaking of this class the Board of Visitors remark: "It is an interesting fact that a preparation for college, and especially a thorough knowledge of the Latin language is a valuable auxiliary in its [the military school] own work. Of the first seven men in the graduating class of 1877, six had enjoyed this advantage, and the first man had completed two years of a college course."

There seems to be no reason to doubt the perfect fairness of the examinations at West Point; but they are limited to a rather narrow field and require a very definite technical knowledge. The examinations are not now as complete and fair a test of the instruction given in the schools as they were years ago, and it does not appear what portion of the responsibility, if any, the schools should bear for the increased percentage of failures of candidates for admission to West Point.

OTHER CHARGES.

It is charged against the schools, not of Michigan merely, but of the United States, that they are unduly expensive, "top heavy," and that the intellectual and moral results from them have not been what society requires for its safety, and has a right to demand.

The charge that our schools are "top heavy" may be made with reference to our graded or ungraded schools. The charge means, I suppose, that an undue attention is given to the higher branches of study. In the ungraded schools (rural or district schools) the utmost extent of the studies pursued will include as a rule only reading, writing, arithmetic, grammar, geography and spelling. Grammar is taught in not more than eighty per cent of the ungraded schools, United States history in about twenty-eight per cent, and algebra in twenty

per cent perhaps of such schools in the older portion of the State, while in the newer regions it scarcely appears at all in the district school.

If these schools are "top heavy" the word must have a definition which has not occurred to me, and the remedy in each individual case of "top heaviness" lies with the district board. As for the graded schools the course recognized as standard in the State, and from which no variations are made, except for local reasons defensible on local grounds, is printed on pages xi. and xii. of this report. Can that course be justly condemned as giving undue prominence to the higher branches or impractical studies? What can be stricken out with general approval? In those schools able to maintain a full course of twelve grades several years of use have commended substantially this scheme to general approval.

In all those instances in which there is sufficient local demand to justify the maintenance of twelve grades, this complaint, to be logical, should take the form of an objection to the extent of education which is given at public expense. That is a wider and more important question than the one I am considering under the charge that our schools are top heavy.

If in smaller schools with few teachers the effort is made to maintain twelve grades, of which the upper consists of but few members, absorbing time and thought of teachers which ought to be given to the greater and more needy numbers in the grades below, then these schools may justly be termed top heavy and a reformation insisted upon. It is these schools, I suppose, which gave origin and volume to this complaint, and to them the remedy is to be applied. It can hardly be called a fault of our *school system*, however, for it represents a condition formulated by no code, sanctioned by no body of representative teachers or school officers, but condemned by all who by position or ability are entitled to speak with authority on such matters. The disease is entirely a local one, and to be treated by local applications, and yet with judgment wherever found. It may call for the care of the physician rather than the knife of the surgeon.

Our school system includes sixteen grades or divisions of study. The last four of these are to be pursued in the University, and the first twelve in the public schools; but this grand scheme no more requires twelve grades of study to be provided for in every district than it does sixteen.

The extent of the local courses is to be determined by local conditions and interests, the main question being, what is the local demand? It is the duty of the public schools to meet the public educational wants in a full and satisfactory manner, but not necessarily to provide in each locality for the wants of the few.

A high school is useful to the lower grades by the inspiration it gives the pupils to advance, by the model it can be, by furnishing better instructed teachers than could otherwise be obtained, by making schools prominent and popular, by bringing into the local school system life, enterprise, stronger

teachers, wiser counsels, greater unity and completeness. It is useful to community by increasing the culture of its circles, by giving a tendency to thought and literature, by leading its choice spirits on to the better things of which they are capable, by giving those in whom ambition burns and talent struggles for a wider field for exercise the opportunity to lift themselves to a higher plane of thought and power where, being the born leaders, they may draw all men after them.

But if, instead of being thus sources of strength to all below and around them, they leech-like draw to themselves the vitality needed in the other parts of the system, there is no sufficient reason why they should be sustained. A strong grammar school is better than a weak high school. A course should not be stretched out to weakness, and no more should be attempted than local circumstances justify.

That our schools, in too many instances, perhaps usually, allow pupils to advance to the higher studies before sufficiently grounded in the lower, is a sad fact, and one to which teachers are quite as much alive as the public. What teacher has not striven, often in vain, against the pressure from friends of the pupil who wish him advanced to studies for which he has not the mental strength or the acquired preparation? I think teachers can, as a body, stand before their accusers in this matter, and say "He that is without sin among you let him first cast a stone." This is one of the most prevalent and damaging faults of our schools, and lies at the basis of much of the superficial and unsatisfactory work which is so often charged with truth against them.

But while less chargeable with this fault in our schools than the patronizing public, teachers are by no means guiltless. We are not so painstaking, patient and thoroughgoing as we were. These qualities are growing rare among American people of every class.

That our schools should feel the prevalent tone of society and partake of the common intellectual and moral characteristics of the times, is not to be wondered at. Schools are what society makes them, and are as good as society furnishes the material for in pupils, teachers, inspiration and environment. Our teachers of the present day labor under disadvantages which their predecessors did not feel. Schools are now matters of much less interest than formerly. Then the school, its evening spelling matches and public days were welcome sources of attraction, making bright spots on the monotonous calendar of the year.

Then the craving of the young for occasions of intellectual activity was best satisfied in the tasks and tests of the school room; now the daily paper, and the cheap literature of the day furnish more varied and attractive entertainment than the columns of the spelling book or "sums in Rule of Three." A striking illustration of the insatiable craving of the mind for sources of thought and effort, came to me while teacher of the prisoners in the Detroit House of

Correction. Men just admitted to the House took very little interest in school. Their memories were busy with the scenes of the trial, the parting with friends, the novelty of their present position.

When these thoughts lost their interest, a period of mental restlessness followed, to be succeeded by a craving for something on which to exercise the mind. Then the school became welcome, soon its coming hours were looked forward to, and its exercises engaged in with a keen appetite, which bore the appearance of a wonderful enthusiasm for knowledge and improvement; but in the majority of cases this died away as the end of confinement approached, and the mind busied itself with thoughts of liberation and scenes thereafter.

The case of our children is in some respects similar. The mind craves a certain amount of work and relishes no more. If heads are filled with other things, novels, parties, fashions, the mind loses its relish for soberer things, and the tasks of the school room become tasks indeed. There is less of the mature, the earnest and the strong in our district schools than formerly, whether on the part of teachers or pupils.

If directors' reports are to be relied upon in this item, the male teachers in district schools of this State teach, on the average, four months per year, with an average of \$33.00 wages per month, giving an average income to each of \$132 per annum.

Female teachers are employed in these schools 3.7 months each per year, receiving \$21 per month, or the magnificent sum of \$77 per year.

Of course many teach longer and receive more; but many likewise less. The fact above given, and coexistent facts, make teaching largely a business of young girls and boys for a short portion of each year. That there are stages of mental development as definite as the physical changes between infancy and age, is a matter on which there is no dispute. That the intellectual development of persons in their teens is such that as teachers they will rely on their memories rather than their judgments, that they will teach text-books rather than subjects, details rather than principles, that the relation of school book facts to life duties, and the world around them, will be rarely seen and more rarely pointed out, are facts but little considered.

We have now pointed out some of the causes lying not altogether at, but near the root of things, why the school work of the present day is less satisfactory than it should be. These causes are evidently acting with greater intensity now than ever before.

To name with any thoroughness all the difficulties which afflict our schools, or to discuss in a complete way the remedies for all school maladies, would be a work too extensive for a report like this. For suggestions as to troubles most prevailing and manifest, I refer the reader to page 199 of this report, *et seq.*

Our system of examination, while it shuts out numbers of the grossly incompetent from the ranks of teachers, still is admirably adapted to discourage

effort for personal improvement, or the securing of a high standard of qualification, and very successfully tends to reduce the standard to the very verge of incompetency.

This, with the pressure of the hard times, causes a survival not of the fittest, but of the unfittest, who are worth least, and will work cheapest. The result is as if the farmer should constantly seek the poorest, cheapest seed for his fields.

I do not asperse the better teachers, I only say that the proportion of poor teachers, whom we shall always have with us, is become unduly great.

The condition of the youthful mind of the present generation can only be modified by indirect, wisely ordered, far reaching, long enduring means.

And such must be our efforts for teachers, except that we may reach them more directly. We must reach teachers through the superintendents, through institutes, and through the press. However valuable other agencies, like normal schools, training schools, and the like, may be, to these agencies we must come at last for wide-reaching effects. Each of the triad of means must assist and supplement the other. These three means of aiding teachers are in our hands in an unwieldy way. Something coördinating them, and rendering their latent power available is needed. Fortunately the same means which we have designated for the improvement of teachers are likewise the very means most serviceable with the public, and hardly less available with the patrons of schools than with the teachers themselves. Through parents and teachers we must take our youth as we find them, and, so far as we may, make them what they should be.

There may be valuable local applications, like the life-giving influence of a superior teacher or a noble school; but the great constitutional remedies for our educational infirmities are supervision and institutes applied with intelligence and persistence. These two are complements of each other, work best together, and neither can have its full value without the other. Of school supervision in the form most available at present, I have elsewhere, in this report, spoken.

It remains to say a word of

INSTITUTES.

as means for the improvement of teachers and schools.

Under the Institute Law of 1877, twenty institutes were held during the months of August, September, and October. There was also held at Lansing, commencing August 20, a State Institute designed to be in some respects a model institute to afford thought and method for the local institutes to follow. Though this institute felt the disadvantages which attend the first attempt at an untried scheme, it was pronounced by all, so far as I am aware, a valuable success. About 200 were in attendance from various parts of the State, comprising very nearly all our leading teachers. For instructors we had Hon.

John Hancock, Ph. D., of Dayton, Ohio, President of the National Educational Association; E. C. Hewitt, LL. D., President of the Illinois Normal University; Prof. Robert Graham, A. M., of the Oshkosh Normal School, and Institute Conductor of one of the four Institute districts of Wisconsin, and Prof. Jonathan Piper, of Chicago, who has had large experience in the Institutes of Iowa.

The aim in selecting these men was to secure the best workers in four of our neighboring western States who should bring for our use in the institutes to be held in Michigan the ripest thoughts and best methods in this important field of work. These men, in their work with us, justified the expectations which their reputations had raised, and were the occasions of improved work in the county institutes which followed.

The county institutes were not so numerous attended as could be desired, averaging about forty to each institute, but brought together a fine class of teachers who showed much ability to profit by the best teaching which could be given them, and likewise a good appreciation of the advantages afforded by the institutes. My own observation and the unvarying report of those in charge of the institutes, was that each institute comprised an unexpectedly excellent body of teachers, who showed an interest, increasing each day, to the close of the institute.

It is evident that the teachers in attendance at these institutes have been much above the average teachers employed in our State.

I have found an unexpectedly small amount of opposition to the law. I was prepared for considerable complaint about "taxing," teachers for the support of these institutes; but while I have received at least two thousand letters upon the subject and conversed with some hundreds of persons in various parts of the State about this law, not more than eight or ten have expressed hostility to it. Of course I do not suppose I have heard a tithe of what is said on the subject.

In no other way can our schools be improved so readily and effectively as by well conducted institutes. At these institutes the professional spirit of our teachers will be increased, the principles which lie at the foundation of right discipline and instruction will be set forth, and the best methods of instruction so presented as to be rendered available for use in the practical work of the school-room.

The experience of the past year has shown that our best teachers attend these Institutes gladly and profitably; but we do not reach so fully as we should, those who most need these advantages.

It is not generally known with what universal and emphatic endorsement Institutes are commended by our foremost educators as the chief and most wide-reaching means of improving the mass of our teachers.

Gen. John Eaton, United States Commissioner of Education, says: "It is gratifying to observe how widely and uniformly Teachers' institutes have

been employed throughout the country for the improvement of teachers, and through them of the schools. For many teachers they are the only source of correct ideas in regard to methods of instruction, discipline, and school management. They scatter the germs of the best thoughts upon education, and, by the general attendance of the people of the places where they are held, contribute greatly to improve the public mind and correct and elevate the educational sentiment."

Hon. Alonzo Abernethy, recently Superintendent of Public Instruction for Iowa, says: "The value of these institutes can hardly be overestimated. Year by year they are becoming more valuable as their legitimate work is better understood. They have become a powerful agency in educating teachers who have no better way of obtaining normal instruction, and in educating public sentiment; and thousands of teachers every year go out from these discussions and instructions with clearer views of their respective duties; with a determination to do better service in the future, and with a higher inspiration for their calling."

Michigan has hitherto been greatly behind her sister States in availing herself of this most efficient means of educational advancement.

Institutes are held annually or oftener in nearly every county of New York, Ohio, Indiana, Wisconsin, Iowa, Kansas, and California; and in the remaining northern States they are of much greater frequency than they have heretofore been in Michigan. Many of these institutes last two to eight weeks each. In Ohio, Iowa, and Kansas these institutes are supported chiefly or altogether by fees from the teachers, as is the case in this State. In Iowa and Kansas the teachers pay both certificate fees and registration fees of one dollar each. The Kansas law was passed by request of the State Teachers' Association of that State.

The certificate fee is a necessity if we would have institutes, and institutes we must have as a main lever with which to elevate our schools. This institute law in this feature is copied after the institute law of Ohio, though in Ohio a portion, not exceeding one-third of the money raised by the examination fees from the applicants for license to teach, goes to pay the traveling expenses of the examiners, and no State appropriation in aid of institutes is made. Several States have a similar law, and in none of them is the law so favorable to the teacher as in Michigan.

The law for the better support of institutes went into effect so late in the spring, that the information that it was in force was not received in season, in most instances, to collect fees from those entering the summer schools, hence no money of serviceable amount was in the county treasuries for the support of institutes in the fall of 1877.

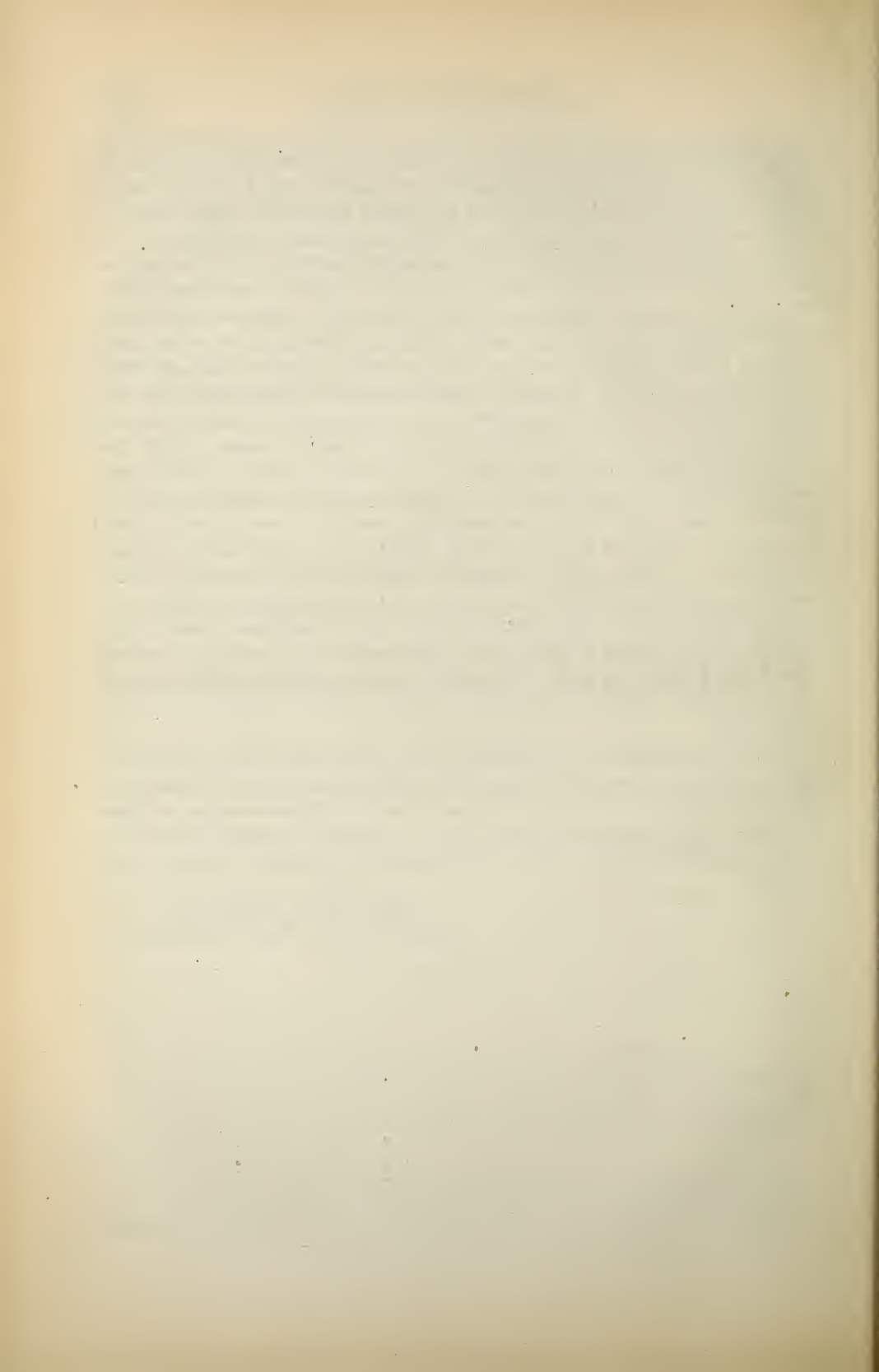
This of necessity limited the number which could be held, to so many as the State appropriation would furnish the means for. The year 1878 will show the full working of the law, and I have no doubt I shall be able to hold an insti-

tute, of great value to the teachers, in every county of the State of sufficient population to furnish teachers enough for an institute, and I shall try to so group the smaller counties for institute purposes as to bring the opportunity to attend an institute within the reach of nearly every teacher of the State.

It cannot have escaped the notice of any one who has thought of the subject that institutes should be held mainly when schools are not in session, and when the weather is usually pleasant, and the roads are good. This narrows the season for institutes to a few weeks (twelve to fifteen) in the year. It follows from this that several institutes must be held each week if, as we ought, we hold sixty or more each year. From this it can be seen that it is impossible for the Superintendent of Public Instruction to spend any great amount of time at each institute, and that the work must be mainly done by others. To do this work many trained workmen are needed. For, as it is conceded by all competent authorities that something beyond a knowledge of the branches taught is needed to make a good teacher, so something more than being a good teacher is needed to make one a good institute worker. A special aptness for and experience in institute work is needed. Institute instructors need training more than teachers do. I do not intend to employ any persons to work in institutes, except in single instances as local needs may require, who do not recognize this fact, and show a full purpose to fit themselves for the work. For this the State Institute is needed and designed. It is a place where institute methods as well as school methods are discussed. In short, it is an institute for institute instructors.

I believe the passage of the institute law of 1877 a great gain to our schools; and if to this law we can add one similar to that elsewhere described to improve the supervision of our schools nothing more than the efficient working of these two laws, with those before in force, will be actually essential to make the schools of Michigan really worthy of the highest encomiums they have ever received.

HORACE S. TARBELL,
Superintendent of Public Instruction.



STATISTICS OF THE SCHOOLS.



STATISTICS OF THE SCHOOLS.

SUMMARY OF STATISTICS

FOR THE SCHOOL YEAR ENDING SEPTEMBER 3d, 1877.

Number of townships and cities in the State.....	1,064
Increase for the year.....	60
Number of townships and cities from which reports were received....	1,030
Number of school districts.....	5,947
Increase for the year.....	113
Number of children between five and twenty years of age.....	469,444
Increase for the year.....	9,636
Number of children attending the public school.....	357,139
Increase for the year.....	12,043
Percentage of attendance.....	76
Average number of months schools were maintained.....	7.4
Average number of months for graded and high schools.....	9.7
Number of ungraded schools.....	5,652
Increase for the year.....	119
Number of graded schools.....	295
Decrease for the year.....	8
Number of visits to the schools by Directors.....	15,939
Increase for the year.....	890
Number of visits to the schools by Township Superintendents.....	11,915
Increase for the year.....	1,157
Number of male teachers.....	3,781
Number of female teachers.....	9,220
Total number of teachers.....	13,001
Increase of male teachers for the year.....	233
Decrease of female teachers for the year.....	66
Number of months taught by males.....	17,295
Number of months taught by females.....	43,886
Total number of months taught.....	61,181
Increase for the year by males.....	1,053
Increase for the year by females.....	81
Average wages of males per month.....	\$42 54
Decrease for the year.....	\$5 96
Average wages of females per month.....	\$27 45
Decrease for the year.....	\$0 83
Total wages of male teachers.....	\$735,872 99
Total wages of female teachers.....	\$1,205,464 97
Total wages of male and female teachers.....	\$1,941,337 96
Number of school houses,—frame, 4,683; brick, 780; log, 534; stone, 81; total.....	6,078
Increase for the year,—frame, 106; brick, 35; log, 5; stone, 1; total....	147
Number of sittings in school houses.....	431,707
Increase for the year.....	5,096
Estimated value of school houses and sites.....	\$9,190,175
Decrease for the year.....	\$97,414
Number of volumes in district libraries.....	157,996

Increase for the year.....	16,518
Number of volumes in township libraries.....	64,099
Increase for the year.....	8,224
Number in both district and township libraries.....	221,230
Increase for the year.....	23,877
Number of private and select schools.....	181
Increase for the year.....	11
Number of pupils in private and select schools.....	8,958
Increase for the year.....	925
Number of meetings of Township Inspectors.....	1,723
Increase for the year.....	41
Amount paid or due for Inspectors' services.....	\$6,009 61
Amount paid or due for Township Superintendents' services.....	\$17,532 39
Number of children on which primary school money was apportioned,	458,536
Increase for the year.....	10,598
Amount of primary school money apportioned for the year.....	\$211,055 56
Amount received from district tax.....	\$2,217,960 99
Decrease for the year.....	\$43,158 56
Amount received from two-mill tax.....	\$492,146 94
Decrease for the year.....	\$20,742 38
Tuition money from non-resident pupils.....	\$34,590 06
Decrease for the year.....	\$876 90
Amount received from other sources.....	\$187,061 77
Amount due the districts.....	\$229,420 96
Amount on hand beginning of the year.....	\$601,938 79
Total resources for the year.....	\$3,792,121 59
Decrease for the year.....	\$275,680 09
Amount expended for teachers' wages for the year.....	\$1,934,960 86
Amount expended for building and repairs.....	\$317,842 13
Decrease for the year.....	\$133,584 36
Amount paid on bonded indebtedness.....	\$385,613 51
Increase for the year.....	\$15,833 31
Amount expended for other purposes.....	\$533,339 62
Total expenditures for the year.....	\$3,179,976 06
Increase for the year.....	\$277,883 57
Amount on hand at the close of the year.....	\$611,409 72
Bonded indebtedness of the districts.....	\$1,484,524 67
Decrease for the year.....	\$74,059 78
Total indebtedness of the districts.....	\$1,609,678 46

The following statistics are from the reports of Township Superintendents.
Two hundred and twenty-four neglected to make any report to this office:

Number of school houses erected during the last school year.....	255
Number unfit for longer use.....	538
Number destitute of suitable out-buildings.....	1,119
Number with suitable furniture, in good condition.....	2,663
Number well supplied with blackboards.....	3,359
Number of schools having a uniformity of text-books.....	1,881
Number having a prescribed course of study.....	556
Number furnished with a dictionary.....	1,986
Number supplied with a suitable Register or Record Book.....	3,062
Number of districts making no change in teachers during the year.....	949
Number of districts having three terms of school during the year.....	1,261
Number of districts requiring their teacher to board around.....	1,849
Number of regular public examinations of teachers held during the school year.....	1,343
Number of special or private examinations of teachers during the school year.....	3,056
Number of applicants examined for certificates during the school year.....	9,141
Number of applicants who received a first grade certificate during the school year.....	841
Number of applicants who received a second grade certificate during the school year.....	4,479

SUPERINTENDENT'S REPORT.

xliii

Number of applicants who received a third grade certificate during the school year.....	5,299
Number of certificates renewed without examination during the school year.....	719
Number of teachers summoned for re-examination during the school year.....	133
Number of certificates revoked during the school year.....	109
Number licensed as teachers who never had taught school.....	2,012
Number of different teachers employed in the schools any portion of the year.....	7,237
Number of unlicensed teachers employed any portion of the year.....	147
Number of teachers employed holding a Michigan Normal School certificate.....	212
Number of teachers who seem to make teaching a permanent business.....	2,858
Whole number of visits to the schools by Township Superintendents...	8,367
Number of different schools visited by Township Superintendents...	4,487
Average length of the visits.....	Half an hour.
Number of schools not visited during the year by the Superintendent Leaving about 1,200 unaccounted for.	260
Number of days given to the superintendency work during the school year.....	8,915
Amount allowed by Township Boards for official services during the school year.....	\$16,669 70
Amount of additional allowance for stationery, postage, printing, etc.	\$1,153 13
Amount received from teachers at special examinations.....	\$750 30

ABSTRACTS of School Inspectors'

COUNTIES.	No. of Dis- TRICTS IN THE COUNTY.		No. Children between the ages of 6 and (under) 20 years.	Whole No. of Children that attended School during the year.	Average Number months scholars attended school.	No. of School-Houses, AND MATERIAL OF CONSTRUCTION.				Number of Pupils who can be seated.	Value of School-House and Lots.	No. of Graded Schools.
	Whole Districts.	Fractional Dis- tricts.				No. of Stone.	No. of Brick.	No. of Frame.	No. of Log.			
Alcona.....	9	0	417	360	9	---	---	6	---	601	\$11,403 00	1
Allegan.....	150	29	11,915	9,481	7.4	---	9	170	3	11,977	163,330 00	7
Alpena.....	5	1	1,650	1,002	9.5	---	---	19	2	1,234	33,200 00	1
Antrim.....	44	5	1,273	1,029	5.9	---	1	8	34	2,032	9,505 00	1
Baraga.....	5	0	570	383	9.4	---	---	5	1	345	5,500 00	1
Barry.....	111	42	8,098	7,204	7.7	---	---	136	8	8,985	131,930 00	3
Bay.....	45	9	8,160	5,551	6.9	---	5	48	---	6,074	196,106 00	4
Benzie.....	22	2	767	592	5.8	---	---	11	11	1,044	8,125 00	1
Berrien.....	112	32	12,370	9,915	7.4	---	34	120	1	12,509	347,845 00	10
Branch.....	92	39	8,378	7,325	7.3	5	14	55	50	9,248	175,940 00	3
Calhoun.....	105	61	11,504	9,459	7.9	6	34	136	2	12,434	461,157 00	8
Cass.....	93	25	6,816	6,011	8.1	---	25	95	1	7,550	133,268 00	5
Charlevoix.....	22	8	949	749	6.1	---	---	12	14	1,153	9,625 00	1
Cheboygan.....	17	2	1,270	865	6.1	---	1	8	10	1,141	21,025 00	1
Chippewa.....	5	0	868	199	6.2	---	---	2	1	288	2,840 00	---
Clare.....	16	0	526	468	5.3	---	---	7	8	625	9,702 00	---
Clinton.....	101	32	8,495	6,505	7.3	---	9	120	5	7,802	126,662 00	2
Delta.....	11	0	971	765	6.7	---	---	6	3	927	9,200 00	1
Eaton.....	110	34	9,363	7,811	7.2	1	19	135	4	9,958	146,867 00	7
Emmet.....	14	1	867	462	5.1	---	---	5	3	585	8,050 00	---
Genesee.....	111	51	11,877	10,007	7.5	---	12	155	2	12,202	324,695 00	8
Gladwin.....	7	0	109	91	6.6	---	---	1	3	129	900 00	---
Grand Traverse.....	49	3	2,101	1,806	6.5	---	---	34	19	2,552	31,844 00	1
Gratiot.....	84	20	5,952	4,551	6.7	---	---	1	87	6,290	70,520 00	3
Hillsdale.....	192	47	10,426	8,717	7.6	10	51	118	2	11,617	207,155 00	8
Houghton.....	12	0	6,635	4,463	9.5	2	1	13	---	4,503	157,000 00	9
Huron.....	55	13	4,908	2,989	6.8	---	---	45	21	4,606	45,003 00	4
Ingham.....	97	36	9,971	8,244	8.2	---	21	115	5	9,862	253,965 00	5
Ionia.....	110	32	9,844	8,046	7.5	1	11	135	2	10,239	161,380 00	8
Iosco.....	13	1	1,150	686	6.7	---	---	12	1	962	21,750 00	4
Isabella.....	53	4	2,691	1,975	6.1	---	---	35	22	2,722	27,630 00	2
Isle Royal.....	---	---	33	---	---	---	---	---	---	---	---	---
Jackson.....	110	46	11,825	9,698	16.1	3	54	109	1	11,737	283,115 00	9
Kalamazoo.....	95	46	10,968	8,575	7.8	---	25	120	1	9,986	274,227 00	6
Kalkaska.....	37	4	732	657	6.4	---	---	24	11	1,273	16,876 00	1
Kent.....	153	54	22,096	15,690	7.7	---	25	178	8	17,993	449,890 00	8
Keweenaw.....	11	0	1,694	1,458	9.4	---	---	10	1	1,295	13,500 00	4
Lake.....	30	7	749	636	5.6	---	---	23	11	1,139	14,989 00	---
Lapeer.....	84	42	8,975	7,472	7.9	1	5	115	5	9,501	143,682 00	5
Leelanaw.....	32	16	2,068	1,435	5.5	1	---	20	24	2,024	14,820 00	1
Lenawee.....	139	62	14,733	11,529	7.9	8	78	121	2	14,402	414,320 00	11
Livingston.....	89	46	6,917	5,915	7.6	4	13	114	2	7,889	110,397 00	5
Mackinac.....	6	---	529	339	8.2	---	---	2	3	545	10,397 00	1
Macomb.....	74	39	11,014	7,097	7.7	---	15	104	---	8,938	129,335 00	9
Manistee.....	32	2	2,712	1,801	7.1	---	1	21	11	2,008	46,175 00	1
Manitou.....	2	0	346	163	6.1	---	---	1	---	240	1,050 00	---
Marquette.....	17	3	5,810	4,300	8.1	2	2	18	2	4,503	153,000 00	6
Mason.....	32	6	2,072	1,634	6.9	---	---	21	17	1,905	22,035 00	1
Mecosta.....	55	6	3,661	2,712	7.2	---	---	45	20	4,166	53,658 00	2
Menominee.....	7	0	962	544	7.5	---	---	8	---	605	12,645 00	1
Missaukee.....	29	9	1,570	1,302	7.3	---	2	24	9	1,915	43,962 00	1
Missaukee.....	19	2	204	167	4.3	---	---	7	6	390	3,038 00	---
Monroe.....	102	32	11,901	6,905	5.2	2	52	74	6	9,091	119,292 00	4
Montcalm.....	39	20	7,235	5,968	7.7	---	3	98	7	7,371	129,738 00	5
Muskegon.....	62	17	6,280	4,377	6.9	---	3	68	13	5,526	151,956 00	3
Newaygo.....	58	17	3,573	2,855	6.6	---	2	51	20	4,391	48,984 00	2
Oakland.....	139	82	12,573	10,344	7.7	16	27	133	---	14,926	296,085 00	11
Oceana.....	67	11	3,111	2,502	6.7	---	---	59	14	3,724	40,185 00	2
Ogemaw.....	9	0	83	80	6.1	---	---	3	2	179	2,635 00	---
Ontonagon.....	5	1	1,097	819	9.8	---	---	5	2	945	12,100 00	2
Osceola.....	48	11	2,337	1,719	6.5	---	---	34	23	2,873	27,667 00	3
Otsego.....	15	1	179	149	5.2	---	---	7	3	329	4,328 00	---
Ottawa.....	93	22	11,164	9,335	8.3	1	5	112	2	10,101	158,965 00	12

SUPERINTENDENT'S REPORT.

xlv

Reports by Counties, for the Year 1877.

No. visits by Township Superintendents.	No. visits by Directors.	No. QUALIFIED TEACHERS EMPLOYED.		AGGREGATE No. MONTHS TAUGHT BY ALL THE QUALIFIED TEACHERS.		TOTAL WAGES OF TEACHERS FOR THE YEAR.		COUNTIES.
		Males.	Females.	Males.	Females.	Males.	Females.	
17	57	8	6	46.	38.	\$2,685 36	\$1,915 28	Alcona.
351	464	109	294	468.	1,207.6	17,024 02	25,248 58	Allegan.
10	85	12	14	94.5	126.	5,375 00	5,125 00	Alpena.
72	80	19	59	90.	257.8	1,600 55	5,547 50	Antrim.
16	12	5	5	41.	32.8	2,652 00	1,450 00	Baraga.
267	265	96	236	357.9	828.9	11,727 23	15,917 84	Barry.
125	454	27	98	184.1	674.1	11,440 97	25,500 85	Bay.
27	31	6	29	31.	110.3	1,672 00	2,356 50	Benzie.
259	651	111	239	490.8	1,056.8	22,892 27	28,838 84	Berrien.
260	318	96	213	377.0	890.	15,112 95	20,045 16	Branch.
268	431	106	294	438.3	1,473.3	20,219 24	35,373 34	Calhoun.
270	280	99	168	380.7	607.3	17,869 65	15,034 75	Cass.
39	44	7	34	33.	133.9	1,165 50	3,076 50	Charlevoix.
17	58	12	15	77.5	75.	3,988 50	2,155 50	Cheboygan.
8	21	6	20	30.	370.		1,417 50	Chippewa.
25	25	6	20	30.	64.5	1,281 75	1,619 00	Clare.
323	353	84	175	354.6	843.8	12,179 60	16,864 27	Clinton.
22	34	6	15	37.	82.	2,227 00	2,996 00	Delta.
263	270	86	246	476.2	1,045.	13,000 35	20,712 50	Eaton.
17	26	4	15	21.3	49.	1,000 09	821 00	Emmet.
1,192	605	118	268	480.5	1,215.6	20,392 59	30,653 49	Genesee.
6	20	4	6	15.	27.	573 33	622 00	Gladwin.
77	123	26	73	114.7	267.	4,588 40	6,923 07	Grand Traverse.
269	221	54	154	204.3	552.1	7,552 62	10,786 54	Gratiot.
355	487	129	262	496.2	994.8	18,111 51	20,965 16	Hillsdale.
52	80	18	46	163.	426.8	15,632 00	22,520 94	Houghton.
145	243	33	67	177.	322.8	7,336 65	8,657 91	Huron.
229	267	88	243	366.1	1,138.9	14,613 30	25,910 60	Ingham.
223	394	118	221	459.1	919.5	17,928 84	20,831 79	Ionia.
25	29	7	15	60.	88.2	4,800 00	3,049 50	Iosco.
117	118	40	68	170.3	25.3	6,091 50	6,049 00	Isabella.
335	395	112	304	453.6	1,048.3	22,615 23	34,806 15	Isle Royal.
268	360	99	248	427.8	1,166.8	18,596 07	32,504 45	Jackson.
61	67	21	44	87.3	147.8	2,526 10	3,301 04	Kalamazoo.
296	426	156	376	744.4	1,958.	36,758 05	58,340 20	Kalkaska.
17	37	8	11	76.	105.	5,135 00	5,830 00	Kent.
65	53	17	44	60.	156.7	1,910 50	5,807 45	Keveenaw.
183	266	86	175	415.6	808.6	15,984 71	18,121 44	Lake.
70	130	21	58	84.5	192.3	3,037 50	8,845 91	Lapeer.
408	413	140	355	560.5	1,567.2	24,523 92	38,474 81	Leelanaw.
289	319	92	190	377.4	805.5	14,003 58	16,663 50	Lenawee.
10	9	6	3	42.	24.	1,665 50	20,704 60	Livingston.
232	298	59	159	371.4	846.6	13,845 55	20,704 60	Mackinac.
43	102	12	54	61.5	185.5	3,360 00	10,391 25	Macomb.
8	22	3	1	9.	3.	365 00	10,391 25	Manistee.
65	154	22	43	134.	444.9	12,528 97	19,114 00	Manitou.
62	132	24	49	119.3	212.6	4,677 32	13,021 97	Marquette.
102	106	30	84	122.	429.5	5,124 00	6,237 74	Mason.
11	81	6	12	36.	72.8	2,282 55	18,021 97	Mecosta.
93	84	12	54	50.	230.8	2,481 06	2,865 00	Memominee.
24	40	9	15	45.	46.5	1,437 37	6,083 53	Midland.
242	280	78	194	335.0	763.1	12,729 23	1,012 00	Missaukee.
220	247	62	181	303.5	809.6	11,112 37	16,099 53	Monroe.
182	391	26	132	128.3	698.8	8,094 20	21,729 94	Montcalm.
124	168	37	98	159.	380.	6,207 50	22,616 29	Muskegon.
446	484	152	321	689.2	1,397.	27,740 23	30,585 16	Neyagoo.
115	172	49	99	189.6	268.8	6,937 50	30,585 16	Oakland.
13	34	4	7	22.	23.8	910 00	8,896 93	Oceana.
17	44	8	14	68.7	104.	5,635 00	790 00	Ogemaw.
93	112	24	77	109.5	291.5	4,523 19	3,375 00	Ontonagon.
22	28	2	16	6.	52.2	255 00	4,800 93	Osceola.
197	349	81	170	412.3	912.	16,907 95	1,206 25	Otsego.
							25,876 73	Ottawa.

PUBLIC INSTRUCTION.

ABSTRACTS—CONTINUED.

COUNTIES.	No. of Dis- TRICTS IN THE COUNTY.		No. Children between the ages of 5 and (under) 20 years.	Whole No. of Children that attended School during the year.	Average Number months scholars attended school.	No. of SCHOOL-HOUSES, AND MATERIAL OF CONSTRUCTION.				Number of Pupils who can be seated.	Value of School-Houses and Lots.	No. of Graded Schools.
	Whole Districts.	Fractional Dis- tricts.				No. of Stone.	No. of Brick.	No. of Frame.	No. of Log.			
Presque Isle.....	5	1	63	60	7	---	---	1	3	165	\$2,650 00	---
Roscommon.....	111	15	16,279	10,837	7.4	---	16	112	8	12,675	324,758 00	6
Sanilac.....	93	16	7,711	5,463	6.9	---	3	74	29	6,436	66,679 00	4
Schoolcraft.....	3	---	124	115	8.2	---	---	2	---	110	600 00	---
Shiawassee.....	87	30	7,926	6,545	7.8	---	7	110	7	8,493	145,756 00	5
St. Clair.....	122	27	16,531	11,017	7.8	---	10	132	12	12,604	210,329 00	7
St. Joseph.....	83	40	8,854	7,830	7.7	2	29	93	---	9,926	227,464 00	9
Tuscola.....	103	25	7,225	5,790	7.1	---	2	103	14	7,144	79,238 00	5
Van Buren.....	115	38	10,350	8,778	7.3	---	11	144	---	11,745	218,988 00	10
Washtenaw.....	111	55	13,028	10,264	7.7	9	61	103	2	12,417	371,801 00	5
Wayne.....	107	34	50,532	23,717	8.3	---	64	108	1	23,832	995,078 00	13
Wexford.....	40	3	1,072	870	6.9	---	---	20	16	1,539	22,968 00	1
Totals.....	4,523	1,424	469,444	357,139	7.4	81	780	4,683	534	431,707	\$9,159,680 00	295

ABSTRACTS—CONTINUED.

No. visits by Township Superintendents.	No. visits by Directors.	No. QUALIFIED TEACHERS EMPLOYED.		AGGREGATE No. MONTHS TAUGHT BY ALL THE QUALIFIED TEACHERS.		TOTAL WAGES OF TEACHERS FOR THE YEAR.		COUNTIES.
		Males.	Females.	Males.	Females.	Males.	Females.	
7	10	1	8	4.	27.	\$144 00	\$336 00	Presque Isle.
206	802	85	196	481.3	1,274.6	26,631 55	43,794 08	Roscommon.
183	254	56	113	304.6	503.5	10,398 50	11,284 33	Saginaw.
6	5	2	1	8.	8.5	320 00	600 00	Sanilac.
222	212	79	177	323.8	796.9	13,396 20	16,169 60	Schoolcraft.
265	482	52	227	303.3	1,290.6	12,411 91	32,442 52	Shiawassee.
301	294	103	204	452.	961.8	21,524 40	32,442 52	St. Clair.
194	230	74	147	330.7	635.	13,280 85	22,784 14	St. Joseph.
303	438	94	243	437.8	956.	117,926 15	13,918 66	Tuscola.
265	400	121	263	561.8	1,418.3	28,217 55	37,998 12	Van Buren.
208	406	113	421	623.3	3,388.	634,078 04	147,370 76	Washtenaw.
66	77	9	58	37.	199.5	1,609 00	4,635 09	Wayne.
								Wexford.
11,915	15,939	3,781	9,220	17,295.1	43,886.2	\$735,872 99	\$1,205,464 97Totals.

ABSTRACTS of School Inspectors' Reports

COUNTIES.	RECEIPTS.						
	Moneys on hand Sept. 4, 1876.	Two-Mill Tax.	Primary School Fund.	Tuition of Non-resident Scholars.	District Taxes for all Purposes.	Raised from all other Sources.	Total Resources for the Year.
Alcona.....	\$720 13	\$3,602 73	\$185 38	-----	\$4,099 24	\$136 09	\$8,642 57
Allegan.....	14,191 49	17,095 06	5,344 22	\$695 99	36,335 24	1,650 10	74,218 34
Alpena.....	390 39	611 30	578 68	-----	11,369 82	4,353 01	17,303 20
Antrim.....	3,447 47	1,530 40	477 44	4 06	12,501 24	346 19	18,082 39
Baraga.....	2,432 50	1,199 76	248 40	-----	4,455 00	300 00	8,635 66
Barry.....	7,607 50	8,034 05	3,651 36	320 72	19,647 78	4,052 90	52,101 46
Bay.....	12,915 70	5,785 17	3,316 18	109 40	48,319 11	6,310 28	77,565 11
Benzie.....	625 23	758 57	336 36	21 05	4,650 07	441 42	6,793 87
Berrien.....	13,450 41	23,569 60	6,064 56	1,943 30	59,615 43	10,452 03	116,045 37
Branch.....	10,010 68	11,150 91	3,833 33	1,251 97	44,006 06	1,806 36	63,149 44
Calhoun.....	15,586 07	13,113 09	5,737 79	1,671 69	77,866 12	3,206 88	115,689 05
Cass.....	9,070 17	8,870 18	3,185 19	295 77	33,462 69	1,134 96	56,992 13
Charlevoix.....	984 24	544 88	356 06	19 25	4,628 60	134 66	6,674 21
Cheboygan.....	806 92	1,949 35	497 81	48 36	6,735 47	18 50	10,503 79
Chippewa.....	3,777 63	2,342 92	382 50	-----	-----	-----	6,502 05
Clare.....	1,784 11	1,616 48	132 93	2 00	3,662 49	838 64	8,036 76
Clinton.....	9,203 96	8,410 23	3,757 19	432 97	33,177 20	1,950 81	57,067 49
Delta.....	950 47	1,278 75	306 64	-----	5,757 44	1,814 67	10,062 98
Eaton.....	8,890 74	12,371 80	4,160 93	769 79	33,425 70	1,296 89	69,981 04
Emmet.....	77 41	95 68	289 33	3 18	5,556 12	480 37	5,501 09
Genesee.....	10,221 18	12,034 96	2,139 49	1,300 03	60,053 22	902 24	89,701 19
Grand Traverse.....	770 06	682 00	-----	-----	362 32	306 33	2,120 71
Gratiot.....	3,823 54	2,650 70	877 68	126 50	11,822 48	1,316 99	20,915 55
Hillsdale.....	6,026 64	5,183 81	2,477 89	110 49	17,567 22	1,059 19	32,848 89
Houghton.....	8,470 20	13,723 59	4,929 09	922 61	44,972 06	3,650 55	75,369 26
Huron.....	10,469 12	1,919 69	3,463 37	30 00	61,201 95	1,289 01	73,385 74
Ingham.....	4,064 60	2,713 22	2,162 45	34 12	17,616 69	2,535 49	29,166 90
Ionia.....	6,608 45	10,232 83	4,825 33	727 17	53,696 32	2,682 49	79,600 67
Iosco.....	7,409 09	8,528 79	4,597 32	1,108 18	40,238 91	2,723 49	64,702 29
Isabella.....	1,751 26	1,708 00	467 38	18 00	9,159 52	422 33	13,526 64
Jackson.....	3,368 42	2,506 28	1,007 29	58 00	12,096 46	2,056 31	20,513 05
Kalamazoo.....	18,892 01	13,466 33	5,527 74	1,287 36	65,955 68	3,473 63	108,152 35
Kalkaska.....	23,383 85	16,503 78	4,956 02	1,240 59	44,164 39	3,485 77	96,946 89
Kent.....	2,542 12	3,421 81	255 30	14 66	7,137 16	1,609 59	14,986 56
Keveeenaw.....	28,126 76	37,593 57	9,761 26	1,828 57	90,910 84	3,449 56	179,279 17
Lake.....	1,361 36	2,329 89	753 37	-----	12,907 79	415 60	17,785 51
Lapeer.....	4,912 89	2,196 48	353 83	13 75	6,924 73	1,421 51	15,335 17
Leelanaw.....	9,941 75	6,482 94	3,966 95	560 40	36,914 29	5,366 77	62,657 24
Lenawee.....	1,500 68	1,106 30	951 71	30 18	7,381 02	202 46	11,151 64
Livingston.....	12,652 73	23,280 49	6,881 63	1,324 66	60,090 81	17,233 66	121,690 20
Mackinac.....	6,017 27	11,868 57	3,382 10	584 72	26,273 22	462 15	48,637 78
Maconb.....	1,290 86	2,037 42	224 02	2 00	1,998 37	6 64	5,560 31
Manistee.....	5,997 48	20,684 33	5,198 54	851 28	25,939 49	2,042 82	57,837 24
Manitou.....	2,132 42	2,477 20	901 97	29 97	14,545 83	1,691 82	22,098 27
Marquette.....	45 00	35 00	36 76	7 00	279 72	335 00	738 48
Mason.....	15,627 00	7,773 15	2,378 75	-----	52,277 93	10,147 63	90,369 37
Mecosta.....	2,462 71	1,160 65	1,103 41	42 25	11,998 80	374 72	17,324 74
Menominee.....	9,003 11	2,037 56	1,291 54	36 21	24,415 44	2,220 34	37,125 24
Midland.....	1,204 55	2,396 56	351 36	-----	5,609 14	330 00	9,890 34
Missaukee.....	2,443 10	605 37	677 84	50 63	15,525 88	1,417 67	20,904 50
Monroe.....	1,841 22	2,240 07	40 64	-----	2,118 07	373 71	6,732 91
Montcalm.....	7,761 43	9,683 05	5,306 90	380 39	22,645 52	2,610 51	48,824 81
Muskegon.....	11,998 49	5,415 63	14,826 97	239 91	42,447 78	2,176 69	67,936 18
Newaygo.....	9,453 09	5,840 39	2,646 83	201 88	46,843 80	1,135 45	65,171 62
Newland.....	6,286 41	3,295 80	1,345 89	30 90	18,707 79	3,495 68	34,743 89
Oakland.....	8,730 86	18,556 56	5,626 53	2,430 96	61,397 33	8,053 97	105,664 24
Oceana.....	5,232 51	2,697 39	1,123 14	77 75	16,531 98	2,468 29	28,225 96
Ogemaw.....	1,720 72	609 49	-----	-----	1,533 52	-----	3,863 93
Ontonagon.....	1,677 90	1,372 71	501 50	-----	13,343 64	335 00	17,230 76
Osceola.....	3,950 99	2,857 30	908 13	-----	16,796 35	764 17	25,541 53
Osego.....	538 76	269 62	44 99	-----	3,757 07	500 22	5,110 76
Ottawa.....	10,140 20	8,160 83	5,127 46	217 76	50,922 09	6,021 42	78,839 06
Roscommon.....	8 00	49 13	-----	-----	1,746 12	172 00	1,975 15
Saginaw.....	23,446 25	9,112 87	7,680 24	719 88	88,770 90	5,691 07	142,371 15

SUPERINTENDENT'S REPORT.

xlix

by Counties, for the Year 1877.

EXPENDITURES.										Bonded Debts of the Districts Sept. 3d, 1877.	Total Indebted- ness of the Districts, Sept. 3d, 1877.	Amount due the Dis- tricts.
Paid Male Teachers.	Paid Female Teachers.	Paid for Building and Repairs.	Paid on Bonded Indebted- ness.	Paid for all other Purposes.	Amount on hand Sept. 3d, 1877.	Tot'l exp'n- ditures for the year, in- cl'd'g am't on hand.						
\$2,598 36	\$1,565 10	\$196 03	\$1,335 11	\$1,453 85	\$1,494 73	\$8,642 57	\$800 00	\$1,641 33	\$1,580 85			
17,101 52	25,517 06	5,029 93	5,645 09	6,519 68	12,782 71	74,218 34	7,983 65	8,869 30	1,172 10			
5,375 00	5,125 00	1,851 25	1,080 03	4,529 95	432 00	17,303 20			3,500 00			
1,655 00	5,466 05	1,215 24	3,098 68	2,092 98	4,645 49	18,082 39	2,454 50	3,187 12	1,015 01			
2,652 00	1,450 00	692 47	873 81	610 69	2,396 69	8,635 66	200 00	245 00	340 39			
11,707 93	15,109 82	6,226 29	5,211 57	5,654 97	8,279 47	52,101 40	53,503 37	54,229 45	781 85			
11,440 77	25,340 85	3,640 89	12,243 98	9,757 19	14,712 05	77,565 11	41,870 00	43,592 78	3,068 12			
1,622 00	2,508 50	364 07	144 50	1,126 41	1,127 65	6,793 87	300 00	552 42	195 23			
22,847 27	28,238 84	10,699 90	25,710 61	12,364 53	15,914 30	116,045 37	97,816 76	101,862 05	10,355 90			
14,998 50	20,396 25	3,730 66	6,833 53	7,803 72	11,315 16	63,149 44	5,043 19	7,385 29	375 29			
20,217 79	35,522 01	5,078 91	21,023 75	15,973 73	17,486 48	115,639 05	141,494 87	142,310 68	7,385 61			
16,312 77	14,554 73	3,247 03	5,289 83	6,931 61	10,785 31	56,992 13	5,343 48	5,904 87	1,351 93			
1,165 50	2,870 50	917 49	193 45	863 45	669 70	6,674 21	402 75	731 58	270 56			
3,921 00	2,038 48	669 72	1,409 73	819 04	1,165 82	10,053 79	10,304 00	10,739 19	782 15			
-----	1,329 50	380 92	-----	89 51	4,702 62	6,502 05	-----	8,752 55	76 24			
1,281 75	1,580 36	786 73	350 00	1,708 11	2,300 43	8,036 76	3,050 00	3,785 06	2,766 26			
12,156 12	16,885 14	6,373 03	5,738 98	8,132 30	8,121 16	57,067 49	15,808 72	16,391 44	861 09			
2,297 00	2,925 95	2,489 00	-----	1,556 42	749 95	10,062 98	2,553 00	2,690 00	234 69			
12,215 47	20,571 57	5,197 77	4,925 03	7,821 63	9,284 30	62,981 04	32,128 32	32,978 84	2,664 69			
941 44	628 50	3,432 56	300 90	873 99	242 85	5,501 09	6,300 00	7,186 40	1,188 14			
20,375 99	30,607 52	6,627 83	10,721 34	10,334 59	9,110 88	89,701 19	92,675 75	103,932 94	731 25			
398 33	212 00	50 00	117 32	346 47	921 77	2,120 71	300 00	795 33	1,574 00			
4,588 40	6,847 40	2,111 45	1,903 29	1,803 38	3,501 91	20,915 55	5,371 43	5,628 48	612 72			
7,722 62	10,671 59	3,013 43	1,490 14	3,310 29	6,696 02	32,848 89	5,167 00	7,058 98	1,840 15			
17,794 26	20,941 24	7,027 24	8,253 81	13,564 56	7,976 65	75,369 26	40,602 00	42,787 20	812 18			
15,632 00	22,520 94	8,269 64	2,650 00	14,791 40	12,621 76	78,385 74	20,000 00	20,297 87	-----			
7,336 65	8,938 86	2,168 97	2,722 50	4,290 38	4,063 27	29,166 90	5,220 00	6,354 47	1,835 56			
14,430 25	25,555 38	13,241 68	12,216 62	7,075 89	6,158 79	79,600 67	72,976 00	74,887 46	721 44			
18,483 05	20,529 83	3,076 85	8,053 46	7,484 02	8,539 10	64,702 29	15,738 25	16,224 56	282 67			
4,400 00	3,039 36	468 46	1,841 21	2,463 91	1,815 90	13,526 64	17,425 50	19,554 24	4,289 19			
6,036 50	6,271 25	1,428 20	476 18	2,052 66	4,717 87	20,513 05	729 90	1,458 80	4,126 37			
22,624 15	35,079 40	6,522 97	7,125 47	15,540 85	21,163 11	108,152 35	20,466 00	28,053 45	3,275 08			
17,521 07	32,609 27	8,187 04	4,838 20	14,213 33	19,865 57	96,946 89	15,698 00	26,716 76	398 73			
2,294 96	3,098 51	2,205 08	2,482 21	1,527 80	3,599 08	14,996 56	5,065 50	5,863 47	3,032 93			
36,740 65	58,019 93	6,030 85	17,842 06	25,998 23	32,012 05	179,269 17	104,636 04	111,002 96	1,893 99			
5,175 00	5,880 00	1,862 35	712 70	2,144 86	2,510 60	17,785 51	-----	81 00	65 21			
1,824 50	3,712 00	1,588 68	1,581 52	2,864 91	3,989 52	15,335 17	2,741 84	3,372 00	2,519 97			
10,802 71	18,039 03	4,834 30	4,299 73	8,523 96	11,077 60	62,667 24	12,753 14	15,669 47	1,971 24			
3,037 50	3,822 16	2,099 13	52 15	842 68	1,297 46	11,161 64	656 18	914 75	164 21			
24,483 86	38,443 81	5,123 44	24,002 11	18,346 05	13,421 70	121,690 20	54,141 87	55,974 81	689 52			
12,745 38	14,176 03	4,027 54	4,253 25	5,775 86	7,474 54	48,637 78	21,065 00	25,497 86	1,245 10			
1,665 50	597 50	6 00	1,094 49	4,771 95	1,724 87	5,560 31	-----	883 54	1,200 00			
13,845 55	20,688 28	3,644 12	5,910 10	6,958 53	6,061 22	57,837 24	5,753 30	6,238 47	101 61			
2,320 00	10,058 53	1,640 86	1,188 01	3,413 37	2,332 56	22,098 27	732 05	1,717 36	2,319 51			
315 00	120 00	83 75	10 00	40 00	214 73	738 48	44 00	44 00	-----			
12,786 39	19,385 50	4,452 87	8,199 73	28,694 97	15,144 02	90,369 58	50,771 83	53,021 08	4,562 10			
4,702 45	6,031 74	1,393 93	800 89	2,072 72	2,378 10	17,324 74	2,325 00	2,802 70	848 68			
5,120 00	12,899 50	3,718 50	2,852 30	4,654 25	8,873 67	37,125 24	3,335 40	4,333 45	3,291 28			
2,282 55	2,865 00	723 34	637 52	1,520 45	1,862 15	9,890 34	1,650 00	2,047 58	-----			
2,603 06	5,964 52	1,563 03	672 00	3,199 62	3,441 87	20,904 50	19,264 25	21,335 91	6,561 10			
1,466 73	882 00	809 32	417 84	686 35	2,410 22	6,732 91	300 00	3,317 02	1,918 54			
12,678 72	16,014 82	5,064 56	2,889 15	5,013 11	8,177 52	48,824 81	3,317 02	4,413 72	1,431 93			
11,124 87	21,763 87	7,566 93	7,653 04	8,629 34	11,605 64	67,936 18	27,512 56	28,325 05	4,292 69			
7,724 20	22,186 62	3,324 62	14,219 40	7,813 81	9,739 00	65,171 62	53,769 66	55,747 34	1,265 90			
6,254 50	8,854 00	7,647 50	1,363 66	3,211 07	7,402 28	34,743 89	10,192 00	11,369 67	1,897 55			
27,722 87	30,749 47	8,929 87	13,493 28	13,782 08	10,645 11	105,664 24	53,306 95	55,463 46	360 53			
6,937 50	9,070 39	1,404 60	1,875 58	2,317 89	7,043 31	28,225 96	252 00	547 93	4,313 84			
695 00	670 00	767 24	-----	546 33	1,046 76	3,863 93	-----	481 50	2,052 22			
5,636 00	3,375 00	907 25	-----	2,806 17	4,507 34	17,230 76	-----	1,692 18	-----			
4,556 49	7,667 78	2,425 81	2,889 17	3,454 33	4,876 50	25,841 53	10,383 83	11,211 15	2,982 02			
255 00	1,263 59	1,042 25	134 89	1,145 39	1,274 64	5,110 76	-----	347 13	239 04			
16,893 96	25,838 93	6,312 43	10,957 20	11,989 09	9,150 44	78,839 06	23,085 01	24,566 51	1,979 86			
144 00	824 00	186 49	-----	691 14	129 02	1,975 15	-----	613 75	1,474 21			
26,641 90	43,834 55	7,847 26	14,268 87	20,820 09	20,769 83	142,371 15	53,785 00	56,331 73	4,522 06			

PUBLIC INSTRUCTION.

ABSTRACTS—CONTINUED.

COUNTIES.	RECEIPTS.						
	Moneys on hand Sept. 4, 1875.	Two-Mill Tax.	Primary School Fund.	Tuition of Non-resident Scholars.	District Taxes for all Purposes.	Raised from all other Sources.	Total Resources for the Year.
Sanilac.....	\$5,525 05	\$5,671 89	\$3,320 33	\$22 90	\$20,979 40	\$1,145 47	\$36,421 25
Schoolcraft.....	1,788 36	850 58	76 50	-----	-----	-----	2,715 44
Shiawassee.....	9,483 45	5,012 64	3,498 66	334 05	22,785 23	459 45	54,894 39
St. Clair.....	16,281 08	8,502 33	7,374 08	242 79	53,303 70	3,525 81	89,513 20
St. Joseph.....	7,615 70	17,576 76	5,259 09	1,767 07	44,280 84	10,191 74	86,483 29
Tuscola.....	8,455 08	3,754 29	2,940 48	307 60	30,127 56	1,782 65	47,110 42
Van Buren.....	10,059 29	13,612 04	4,532 58	1,180 84	44,758 39	2,123 09	76,040 59
Washtenaw.....	11,941 01	18,919 05	5,774 98	4,968 85	72,426 57	6,111 14	119,170 02
Wayne.....	104,252 10	12,091 06	22,804 19	1,556 87	248,883 83	10,369 97	401,257 77
Wexford.....	4,115 20	2,417 28	464 51	1 83	11,445 00	574 13	18,873 17
Totals.....	601,938 79	492,146 94	219,972 54	34,590 06	2,217,960 99	187,061 77	3,792,121 59

SUPERINTENDENT'S REPORT.

li

ABSTRACTS—CONTINUED.

EXPENDITURES.							Bonded Debts of the Districts Sept. 3d, 1877.	Total Indebted- ness of the Districts, Sept. 3d, 1877.	Amount due the Dis- tricts.
Paid Male Teachers.	Paid Female Teachers.	Paid for Building and Repairs.	Paid on Bonded Indebt- edness.	Paid for all other Purposes.	Amount on hand Sept. 3d, 1877.	Tot'l exp'n- ditures for the year, in cl'di'g am't on hand.			
\$10,323 25	\$10,848 86	\$2,875 48	\$3,880 73	\$4,058 06	\$4,462 82	\$36,421 25	\$5,494 16	\$6,640 42	\$2,490 68
320 00	600 00	12 00	-----	124 34	1,659 10	2,715 44	-----	-----	-----
12,438 88	16,097 21	1,656 93	10,343 13	5,629 22	8,593 26	54,894 39	41,875 00	42,384 67	890 77
12,412 91	33,193 29	12,546 47	2,724 75	16,408 87	11,636 09	89,513 20	38,893 84	40,700 24	1,372 77
21,628 86	22,701 67	7,912 45	12,240 25	14,837 57	7,450 17	86,483 29	38,454 48	41,455 73	897 21
13,275 85	13,881 81	3,106 65	1,544 34	5,217 10	9,630 35	47,110 42	5,080 00	6,244 16	2,796 72
17,815 35	23,024 13	4,952 73	12,193 61	8,754 29	8,544 52	76,040 59	31,515 00	32,138 21	1,856 11
28,309 55	37,703 06	6,914 96	15,381 42	23,292 61	8,602 31	119,170 02	40,906 38	44,496 87	829 46
33,790 54	147,570 56	54,944 36	13,879 83	47,494 72	106,697 85	409,257 77	27,524 70	30,873 55	97,249 25
1,691 66	4,572 58	2,292 93	2,969 79	4,503 85	2,923 24	18,873 17	3,316 00	3,832 94	1,251 16
750,512 36	1,184,448 50	317,842 13	385,613 51	533,339 62	612,145 53	3,792,121 59	1,484,524 67	1,609,678 46	229,420 96

PUBLIC INSTRUCTION.

APPORTIONMENT of Primary School Money in May, 1877.

COUNTIES.	Whole No. of Children.	Amount Apportioned.	COUNTIES.	Whole No. of Children.	Amount Apportioned.
Alcona.....	403	\$185 38	Leelanaw.....	1,936	\$890 56
Allegan.....	11,803	5,429 38	Lenawee.....	14,857	6,834 22
Alpena.....	1,258	578 68	Livingston.....	6,796	3,126 16
Antrim.....	1,167	536 82	Mackinac.....	637	293 02
Baraga.....	555	255 30	Macomb.....	10,792	4,964 32
Barry.....	8,063	3,708 98	Manistee.....	2,460	1,131 60
Bay.....	7,585	3,489 10	Manitou.....	75	34 50
Benzie.....	824	379 04	Marquette.....	5,345	2,458 70
Berrien.....	12,992	5,976 32	Mason.....	1,833	843 18
Branch.....	8,328	3,830 88	Mecosta.....	3,341	1,536 86
Calhoun.....	11,511	5,295 06	Menominee.....	893	410 78
Cass.....	7,030	3,233 80	Midland.....	1,427	656 42
Charlevoix.....	864	397 44	Missaukee.....	159	73 14
Cheboygan.....	1,118	514 28	Monroe.....	11,690	5,377 40
Chippewa.....	782	359 72	Montcalm.....	6,695	3,079 70
Clare.....	442	203 32	Muskegon.....	6,222	2,862 12
Clinton.....	8,390	3,859 40	Newaygo.....	3,235	1,488 10
Delta.....	823	378 58	Oakland.....	12,310	5,662 60
Eaton.....	9,152	4,209 92	Oceana.....	2,910	1,338 60
Emmet.....	675	310 50	Ogemaw.....	58	26 68
Genesee.....	11,538	5,307 48	Ontonagon.....	1,100	506 00
Gladwin.....	93	42 78	Osceola.....	2,144	986 24
Grand Traverse.....	2,019	928 74	Otsego.....	135	62 10
Gratiot.....	5,335	2,454 10	Ottawa.....	11,043	5,079 78
Hillsdale.....	10,382	4,775 72	Roscommon.....	54	24 84
Houghton.....	5,924	2,725 04	Saginaw.....	16,273	7,485 58
Huron.....	4,871	2,240 66	Sanilac.....	7,297	3,356 62
Ingham.....	9,611	4,421 06	Schoolcraft.....	199	91 54
Ionia.....	9,821	4,517 66	Shiawassee.....	7,696	3,540 16
Iosco.....	1,104	507 84	St. Clair.....	16,051	7,383 46
Isabella.....	2,418	1,112 28	St. Joseph.....	8,838	4,065 48
Jackson.....	11,559	5,317 14	Tuscola.....	6,796	3,126 16
Kalamazoo.....	10,625	4,887 50	Van Buren.....	10,178	4,681 88
Kalkaska.....	616	283 36	Washtenaw.....	13,060	6,007 60
Kent.....	21,686	9,975 56	Wayne.....	50,514	23,236 44
Keweenaw.....	1,823	838 58	Wexford.....	958	440 68
Lake.....	714	328 44	For previous y'r.....	-----	129 00
Lapeer.....	8,625	3,967 50			
Total.....				458,536	\$211,055 56

DOCUMENTS

ACCOMPANYING THE

REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

THE UNIVERSITY OF CHICAGO

LIBRARY

PHYSICS DEPARTMENT

UNIVERSITY OF MICHIGAN.

ANNUAL REPORT OF THE BOARD OF REGENTS.

To the Hon. Horace S. Tarbell, Superintendent of Public Instruction:

The Board of Regents of the University of Michigan herewith submit to you their annual report for the year ending June 30, A. D. 1877:

The following is the fiscal statement for the year:

Balance on hand July 1, 1876.....	\$24,046 34
Receipts from all sources whatsoever.....	116,156 82
Total resources.....	\$140,203 16

The above includes \$17,000 temporary loans.

EXPENDITURES.

The total expenditures for the year, including \$12,585.34 temporary loans, and \$508.31 for interest, have amounted to \$140,046.99, leaving balance to new account July 1, 1877, \$156.17.

The total current receipts, aside from balance at beginning of year and loans, have been \$99,156.82.

The total current disbursements, aside from the repayment of loans and interest, \$126,953.34.

For the details of the receipts and expenditures you are respectfully referred to the report of the Finance Committee hereto attached, and marked "Exhibit A."

At the close of the last fiscal year the Board found themselves in exceedingly straitened circumstances, by reason of the serious inequality between the income at their disposal and the unavoidable outlay of conducting the institution upon a basis necessary to maintain its full usefulness.

To devise means of bringing our outlays within our income, a special meeting of the Board was held July 12, 1877, and it was decided, 1st. To add \$5 to the annual dues of all students, also \$5 to all diploma fees. 2d. Reductions were made in the working force in the several departments of instruction, and all expenditures reduced to the minimum. The school of Architecture was partially discontinued, and the professorship of Mining Engineering also, and the duties of the position added to the duties of other professors. By these means we believe that the existing deficiency is in process of early liquidation, though at a sacrifice of efficiency that we are most unwilling to make.

PUBLIC INSTRUCTION.

VALUE OF REAL ESTATE.

The following schedule shows the present estimated value of all real estate belonging to the University:

Estimated value of Real Estate belonging to the University of Michigan.

Forty acres land.....	\$30,000 00
University Hall building.....	105,000 00
North and South College buildings.....	40,000 00
Law College building.....	25,000 00
Medical College building.....	35,000 00
Chemical Laboratory building.....	18,500 00
Astronomical Observatory building.....	20,000 00
Homo. Medical College building.....	8,500 00
Dental College building.....	10,000 00
Hospital buildings.....	17,000 00
President's house.....	10,000 00
	<hr/>
	\$319,000 00

DEPARTMENTS AND ATTENDANCE.

The number of students in the University, and the departments in which they have attended during the past year, have been as follows:

Department of Literature, Science, and the Arts	369
" Law.....	309
" Medicine and Surgery.....	285
Homeopathic Medical College.....	51
Dental College.....	33
School of Pharmacy.....	64
	<hr/>
Total.....	1,111
Deduct one twice named.....	1

Actual total of students..... 1,110

The total number of degrees conferred during the year has been 362.

The students have been drawn from nearly every State and Territory, and from several foreign lands.

INSTRUCTION.

Instruction in all these various departments has been conducted by a corps of fifty-one professors, assistant professors and instructors, actually engaged in giving instruction, while two have been absent in Europe on leave.

Numerous changes have been made in the faculties, for the details of which, together with a very full report of the work of the year, you are referred to the Annual Report of President J. B. Angell, herewith submitted, marked "Exhibit B."

For complete details of the corps of instruction, names of students, course of instruction, text books, and general plan of organization, we refer you to the University Calendar for 1876-1877, herewith transmitted and marked "Exhibit C." Also a list of all members of the faculties with salary of each, marked "D."

PROGRESS.

While we are compelled to record with deep regret the present straitened circumstances of the School of Mines, and the state of partially "suspended animation" in the school of Architecture and Design, still, speaking in general terms we are able to say that the past year has been one of great prosperity and substantial progress. In fact, our greatest embarrassments arise from our great prosperity as a University, making ever increasing demands upon us, without any corresponding increase of means at our disposal.

There has been the most gratifying accord in feeling and work between this board and the very able and distinguished corps of instruction that has been assembled at the University, to the end that this may be made in truth and in fact a *great University*.

In the Department of Literature, Science, and the Arts, there have been maintained constantly advancing scholarship, and a broadening and deepening of culture, together with an enthusiasm, especially in scientific pursuits, that are full of promise for the future.

The Department of Law has maintained its accustomed career of success, and, by its widespread repute and the national reputation of its distinguished faculty, draws to its halls students from all parts of the United States and from foreign countries. With the additional instruction now provided for in this department, we may confidently hope for a future even more brilliant than its past has been.

The Medical Department has disappointed the fears of its friends and the hopes of its enemies, and through the earnest efforts of its very able faculty, working in full accord with this Board, the Medical Department has glided into the new era of medicine at the University almost without shock or jar.

Too much praise can scarcely be awarded to the gentlemen composing the medical faculty for the manly way in which they have stood by the University in spite of bitter opposition in their own profession, the malign efforts of rival institutions, and combinations to force them from their position that amounted to little less than persecution.

With an extended and graded course, with a faculty of Professors constantly and rapidly gaining in esteem and recognition both among learned men and among the people at large, we feel that we are safe in congratulating the friends of higher medical education, that the Medical Department has safely passed the trying ordeal to which it has been subjected, and will go forward in a course of increasing usefulness.

The Homeopathic Medical College continues to gain in attendance and reputation, and we believe is doing the work for which it was designed to the satisfaction of its friends. Having been once accepted as the established order of things, it will work more and more in harmony with the other school of medicine, and we trust that the proximity of the two schools may eventually prove beneficial rather than injurious.

The Dental School continues to flourish, and to maintain and justify the confidence of those through whose agency it was established.

Reviewing the work of the University for the year, and its present advanced position among the great institutions of the country, we are confident that it only needs the exercise of an enlightened liberality on the part of the representatives of the people to make it, even in a more eminent degree than in the past, the crowning glory of our State; and this brings us to speak specifically of

THE NEEDS OF THE UNIVERSITY.

1st. We repeat and emphasize all that was said in our last annual report of the need of a fire-proof library and museum building. The library needs more room. The museum needs more room. They both require safer buildings than those they now have. The Law Department needs, and ought to have, for its proper accommodation the whole of the space now occupied in its building by the general library.

2d. We need such appropriations as will restore the Schools of Mines and of Architecture and Design to proper effectiveness, that they may answer the great and increasing demand which called them into existence, or else (which we can but regard as a most unwise alternative) we should be relieved entirely of any responsibility whatever in regard to them.

3d. The commencement which has already been made of laboratories for the illustration and prosecution of technical and scientific work, should be fostered and added to.

We regard this as a very important feature, not only for the better illustration of the current work of the undergraduate course, but also for the encouragement of advanced and original investigations.

4th. We very greatly need increased means for the improvement and increase of our libraries. When we compare the Library of the University of Michigan with those of the other great Colleges and Universities of the country, our present library seems wholly unworthy so great an institution.

Acknowledging the cordial support of the people through their representatives in past years, and confidently hoping that the temporary causes which have embarrassed it may prove *only* temporary, and that the people will come to look more and more upon the University as a boon to them and their children for all time, to be cherished and fostered by wise foresight, we have the honor to be,

Very respectfully,

J. ESTABROOK,
C. B. GRANT,
C. RYND,
E. C. WALKER,
A. CLIMIE,
B. M. CUTCHEON,
S. S. WALKER,
GEO. DUFFIELD.

“EXHIBIT A.”

The Finance Committee, through Regent Grant, Chairman, submitted their Annual Report, which is as follows:

To the Honorable the Board of Regents:

The Committee on Finance submit the following account of the financial condition of the University at the close of the fiscal year ending June 30th, 1877:

Receipts (General Fund).

Balance in the treasury July 1st, 1877.....	\$24,046 34
Received from the State Treasurer on account Interest Fund (three quarters).....	24,774 40
Received from the State Treasurer on account of 1-20 mill tax (three quarters).....	23,625 00
Received from Steward for students' fees and Laboratory re- ceipts.....	34,570 00
Received on account of temporary loans.....	17,000 00
Received for interest on Treasurer's account.....	155 12
Received for unexpended balance of Centennial appropriation covered back into treasury.....	32 30

Receipts (Special Fund).

Received from State Treasurer on account of Homœopathic Medi- cal College.....	6,000 00
Received from State Treasurer for current expenses of Mining School.....	8,000 00
Received from State Treasurer for equipment of Mining School..	2,000 00
	<hr/>
	\$140,203 16

Disbursements.

Paid salaries of officers, professors, and other employés of the University as per pay rolls submitted.....	\$92,105 82
Paid temporary loans.....	12,585 34
Paid outstanding laboratory building warrant.....	500 00
Paid interest on loans and warrant.....	508 31
Treasurer's disbursements as per vouchers herewith submitted...	29,647 41
Treasurer's disbursements on account of the Homœopathic Medi- cal College.....	614 83
Treasurer's disbursements on account of the Dental College....	822 03
Treasurer's disbursements for current expenses of Mining School,	258 20
Treasurer's disbursements for Mining School equipment.....	1,882 77
Treasurer's disbursements for Hospital equipment.....	1,122 28
Balance carried to new account.....	156 17
	<hr/>
	\$140,203 16

In addition to the \$156.17 balance in the treasury, on the 1st of July, 1877, there was received from the State Treasurer for interest, the sum of \$13,410.01; and the further sum of \$7,875.00 was also received from the State Treasurer on account of the 1-20 mill tax, making the sum total in the treasury, \$21,441.18.

At the same time (July 1st, 1877), there was due for salaries, \$17,856.25.

It will be observed that the sum of \$29,647.41 was disbursed by the Treasurer during the fiscal year. The disbursements were made for the purposes named below:

For the Hospital.....	\$1,625 74
insurance.....	2,388 50
General Library.....	1,204 06

PUBLIC INSTRUCTION.

For Medical Library	\$790 81
Law Library	540 65
alterations and repairs	2,251 50
fuel and light	5,290 14
contingent expenses	5,870 88
Regents' expense account	168 50
Museum	1,117 51
Engineering Department	778 18
Department of Physics	347 07
improvement of grounds	548 00
postage	527 66
Chemical Laboratory supplies	6,198 21
Total	<u>\$29,647 41</u>

The estimated receipts for the fiscal year ending June 30th, 1878, are as follows:

Balance in the treasury July 1, 1877, less amount due for services,	\$3,584 93
For interest on the University Fund	38,100 00
Annual State Aid—Act of 1873—1-20 mill tax	31,500 00
—Act of 1875—7, College of Homœopathy	8,500 00
State Aid—Act of 1875, School of Mines (balance)	4,000 00
to pay salary of Professor of Geology, 1877	2,000 00
for Physical Laboratory equipment, 1877	1,000 00
to pay salary of Professor of Physics, 1877	2,000 00
to pay current expenses of Hospital, 1877	2,000 00
for Physiological Laboratory equipment, 1877	2,500 00
for General Library account, 1877	2,500 00
to pay salaries of Professors in Dental College, 1877	4,500 00
for Apparatus for Dental College, 1877	1,000 00
to repair building for Dental College, 1877	1,000 00
for Astronomical Observatory, 1877	1,500 00
to extend term of instruction in Medical Department, 1877	1,500 00
For students' fees and diplomas	32,000 00
chemicals and apparatus, Chemical Laboratory	6,000 00
State Aid—current expenses of Hospital	2,000 00
Total	<u>\$150,184 93</u>

The disbursements for the same time are estimated as follows:

For salaries of officers, professors and employés in all departments of the University	\$90,000 00
For repairs and alterations	2,500 00
fuel and light	5,200 00
insurance	2,500 00
Law Library	500 00
Medical Library	500 00
General Library—including State aid	2,500 00
Annual Calendar and printing reports of proceedings	1,500 00

For improvements of grounds	\$500 00
postage	500 00
Regents' expenses	800 00
Museum and Microscopical room	1,000 00
Physics and Engineering Departments, each \$500	1,000 00
Hospital—including State aid for 1877	2,500 00
College of Homœopathy—current expenses	1,000 00
Dental College—including State aid for Apparatus	1,500 00
Dental College—including State aid, repairs on building	1,000 00
Physical Laboratory equipment—State aid	1,000 00
Physiological Laboratory—State aid	2,500 00
Astronomical Observatory—State aid	1,500 00
contingent expenses	5,000 00
Chemical Laboratory—current expenses	6,000 00
outstanding warrants	17,000 00
Total	<u>\$148,000 00</u>

The Annual Report of the Treasurer, with a full list of all the warrants paid by him is herewith submitted. This list of warrants has been carefully compared with the books of the Secretary, and found to be correct.

Your committee submit herewith a list of all the officers, professors and employés of the University, showing the amount of salary paid each.

The year opens more favorably, financially, than was anticipated at our last meeting. There has been a gratifying increase in the amount received from students' fees. But your committee are reminded that we have an indebtedness which must be liquidated. With the reduction in expenses, made at our last meeting, and the increase in fees, we think this indebtedness may be nearly wiped out during the coming year; but this can only be accomplished by a strict adherence to the policy adopted at our last meeting.

C. B. GRANT,
S. S. WALKER,
E. C. WALKER,
Committee.

OCTOBER 11, 1877.

“EXHIBIT B.”

PRESIDENT'S REPORT.

To the Honorable the Board of Regents :

I have the honor to present my report for the year ending June 30, 1877.

The following changes have taken place in our Faculties :

In March, 1877, Silas H. Douglas, M. A., M. D., Professor of Metallurgy and Chemical Technology and Director of the Chemical Laboratory, was dismissed. In June, 1877, Raymond C. Davis was appointed Librarian to succeed Rev. Andrew Ten Brook, M. A., on the first of October. Owing to the failure

of appropriations for the School of Mines (including the School of Architecture), W. L. B. Jenney, C. E., Professor of Architecture and Design, asked and received leave of absence for two years, and W. H. Pettee, M. A., Professor of Mining Engineering, resigned his chair. Prof. Pettee was then appointed Professor of Geology, in charge of Mining Engineering. John W. Langley, S. B., M. D., who had filled the chair of General Chemistry and Physics, was made Professor of General Chemistry, in charge of Metallurgy. Charles K. Wead, M. A., was elected acting Professor of Physics. The resignation of Mark W. Harrington, M. A., Assistant Professor in charge of Zoölogy and Botany, was accepted. The title of Joseph B. Steere, Ph. D., was changed so as to read, Assistant Professor of Zoölogy and Paleontology. Volney M. Spalding, M. A., was elected for another year Instructor in Zoölogy and Botany. Otis C. Johnson, M. A., Assistant in the Chemical Laboratory, was appointed also Purchasing Agent for the Laboratory. Owing to the pecuniary necessity of reducing for the present the number of our teachers, leave of absence for an indefinite period was granted to Alfred Hennequin, M. A., Instructor in French and German, to Charles N. Jones, M. A., Instructor in Mathematics, and to Abram V. E. Young, Ph. B., Ph. C., Assistant in Chemistry and Physics. The Executive Committee, under instructions given them at the June meeting, have appointed Miss Louisa M. Reed, M. S., Assistant in the Microscopical Laboratory, D. J. Higley, B. A., Assistant in the Museum, Henry B. Parsons, Ph. C., and Henry Stecher, Assistants in the Chemical Laboratory, and William H. Dorrance, Demonstrator in the Dental College. Charles H. Stowell, M. D., was appointed in June Instructor in the Physiological Laboratory.

In the Homœopathic Medical College John G. Gilchrist, M. D., was appointed Lecturer on Surgical Therapeutics for the coming year, and W. J. Hawkes, M. D., was elected Professor of Theory and Practice of Medicine in place of J. C. Morgan, M. D.

The number actually engaged in instruction last year was fifty-one. Two Assistant Professors were absent by permission, pursuing studies in Europe.

The attendance of students was as follows:

Department of Literature, Science, and The Arts.

Resident Graduates.....	14
Seniors.....	64
Juniors.....	73
Sophomores.....	71
Freshmen.....	132
In Select Studies.....	15
Total.....	369

School of Pharmacy.

Second year.....	29
First year.....	35
	64

Department of Law.

Seniors.....	124
Juniors.....	185
	309

Department of Medicine and Surgery.

Students—total.....	285
---------------------	-----

Homœopathic Medical College.

Students—total.....	51
---------------------	----

Dental College.

Students—total.....	33
---------------------	----

1,111

Deduct name twice mentioned.....	1
----------------------------------	---

Total in the University.....	1,110
------------------------------	-------

A few more than half of the total number, to be exact, 52 per cent., were Michigan students. In the year previous, exactly one-half were from our State. The proportion of Michigan students to the whole number is slowly increasing from year to year. Still the attendance from other States is gratifying. Last year Illinois sent us 103, Ohio 72, New York 71, Pennsylvania 41, Indiana 37, Wisconsin 30, Minnesota 27, Iowa 17, Missouri 16, Kansas 13, California 13. As usual we had representatives from all the New England States. We had one student from Russia, one Armenian from Asiatic Turkey, and one Japanese.

The number of women in attendance was 97, as follows: Department of Medicine and Surgery, 36; Homœopathic Medical College, 9; Law Department, 2; School of Pharmacy, 2; Department of Literature, Science and the Arts, 48. These last were distributed thus: Resident Graduates, 1; Seniors, 12; Juniors, 8; Sophomores, 9; Freshmen, 15; Select Courses, 3. The proportion of women to men scarcely changes from year to year. The women form a little less than nine per cent of the whole number of students. It is very gratifying to see how readily the more gifted young women, who have graduated here, especially those who have taken the classical course, have secured conspicuous positions as teachers in High Schools, Seminaries of advanced grade, and Colleges for women. In those positions they are justifying the wisdom of the Regents who opened to them the opportunities for a thorough collegiate training in this institution, and are doing their full part in winning a reputation for the University. Since we are pledged to the co-education of the sexes, it is with special interest that we see one after another of the higher schools of Europe admitting women to courses of study and to degrees, and that we see women, there as here, winning their fair share of the honors awarded to brilliant scholarship.

Degrees were conferred during the past year as follows:

Pharmaceutical Chemist.....	28
Civil Engineer.....	5
Bachelor of Science.....	11
Bachelor of Philosophy.....	19
Bachelor of Arts.....	39
Master of Science (in course).....	2
Master of Science (on examination).....	1
Master of Philosophy (in course).....	3

Master of Philosophy (on examination).....	1
Master of Arts (in course).....	22
Master of Arts (on examination).....	2
Doctor of Medicine (Dep. of Medicine and Surgery).....	84
Bachelor of Laws.....	122
Doctor of Medicine (Homœopathic College).....	13
Doctor of Dental Surgery.....	10
Total.....	<hr/> 362 <hr/>

Henceforth no second degrees in course are to be given. We may therefore reasonably expect that the number of applicants for the degrees on examination will increase. We desire it to be understood that the examinations for the second degrees are by no means a mere form. We make them rigorous and searching. We intend that the degrees shall have a real significance. It is a question worthy of consideration whether candidates for the first degree might not well be subjected to some special examination in addition to the term examinations, which they now receive. Such an examination, if held, should probably not be technical and directed to minute details, but should rather call for a broad and comprehensive survey of the course pursued or of the last two years of it.

We received last year 55 students on diploma from the following High Schools, from Ann Arbor, 29; from Battle Creek, 1; from Coldwater, 4; from Detroit, 1; from Fenton, 2; from Flint, 1; from Grand Rapids, 4; from Jackson, 4; from Niles, 4; from Pontiac, 4; from Ypsilanti, 1. This system of receiving students from approved schools continues to justify itself. We take some students, it is true, who ought not to have been sent to us, and who prove incompetent to go on with the class. But we always take some such on examination. And if in any case a Superintendent has been lax in scrutinizing the attainments of a pupil, whom he has recommended to us, the dropping of the pupil from our class with a kind and frank statement of the facts to the Superintendent has always proved a sufficient incentive to him to greater caution the next year. I cannot repeat with too much emphasis my testimony to the fidelity and earnestness of the Superintendents and teachers of our principal High Schools in directing the preparatory work for the University. I am gratified to say also that the work shows a steady and rapid increase in its thoroughness and range, and that the schools are in every respect worthy of the pride which is felt in them. Whatever success the University is achieving is due in no small degree to the excellence of the schools which give their pupils so good a foundation for their studies here. It is to be hoped that no unwise and false ideas of economy will lead to the weakening of the High Schools of Michigan.

The custom of receiving students without examination from approved schools is rapidly extending. Not only has it been adopted in some of the State Universities of the west, but some of the eastern colleges are receiving students without examination from academies of established reputation. I think their example will be imitated by other colleges.

The Act passed in 1873, establishing a School of Mines here (including also a School of Architecture), made provision for its support for only two years. The Regents organized the School so that it began the work in Mining Engineering in the autumn of 1875. The instruction in Architecture was delayed

until the autumn of 1876. Nearly the whole of the sum of five thousand dollars appropriated for apparatus has been expended, two-thirds of the amount on the apparatus for the mining work, and one-third on the apparatus for the Architectural School. Competent professors have been secured, and students have been attracted in good numbers from various parts of the Union. We had every reason to expect a satisfactory career for the Schools. To our great regret the Legislature failed to continue the appropriations for their support. We could spare nothing from our general fund to carry them on. It was a grave question whether we should not drop them altogether, in spite of the great disappointment to the students, who had been drawn hither by the assurance that we could give them full courses of instruction in Mining and Architecture. But Prof. Langley having kindly offered to give for the present the instruction in Metallurgy in addition to his regular duties, and Prof. Pettee having also offered to teach Mining Engineering in addition to his duties as Professor of Geology (both of them without any compensation for the extra work), we are able to continue to care for the students in Mining. But I am sorry to say that the instruction in Architecture must be suspended until from some source we can receive more funds. The class in Architecture were pursuing their study with great enthusiasm and with excellent promise. Surely in the downfall of badly planned and ill-constructed buildings, causing not only destruction of property but also of life, we are receiving eloquent appeals for the thorough training of architects. We do not need to leave our own grounds to be reminded of the advantages which might accrue to us from the employment of architects of chaste and cultivated taste.

The School of Mines was not established at our solicitation, but on the suggestion of intelligent legislators from the Upper Peninsula. It was they, also, who decided that this was the proper place for it. We were gratified at their decision, and have gladly and in good faith labored to make the School meet their expectations as far as was possible in this brief period. It is therefore with peculiar regret that we learn that the failure to renew our appropriations for the school was due in part at least to an attempt of members of the Legislature from the Upper Peninsula to transfer the school from Ann Arbor to some point in the mining districts. The bill, which was introduced to effect the removal, proposed, however, to leave the school in the control of the Regents and so a part of the University.

I think I appreciate the force of the arguments for the establishment of the school in the mining regions. I would not undervalue them. It is unquestionably advantageous, nay, it is absolutely necessary that the students should spend some time with their instructors at the mines. But conceding this, it seems to me by no means proved that the school should be altogether removed from the University. The results desired can be as successfully and far more economically secured by leaving the main part of the class-room work to be done at the University and by establishing a summer school for the students near the mines. If a separate school is established, a large part of the expense already incurred must be duplicated. Furnaces, models, crushers, and other apparatus like that already procured at an expense of nearly four thousand dollars, must be obtained. Such collections as we possess for illustrating the general scientific teaching, which is a part of the thorough education of a Mining Engineer, could be gathered only at great cost and trouble and after a long time. A laboratory for chemical and metallurgical and assaying work would be a necessity and must involve a large outlay. But perhaps the in-

creased cost of instruction would be a more serious matter still. To give the needed teaching in mathematics, the languages, and the sciences, would require a considerable corps of professors and assistants in a separate school. At the University all that part of the instruction of the students is done without the cost of an additional penny to the State. It need hardly be said that all this teaching, which is not purely technical, can be done quite as well here as in the Upper Peninsula. Add to this the benefits to be derived from the library and the general advantages of culture afforded by life at the University, and it seems clear that the school should be retained here. But must the students forego the opportunity to observe actual work at the mines? By no means. They should be required, and if necessary, be aided to spend some time there during each of the two last years of their course. Appended to my last report was a somewhat detailed sketch by Prof. Pettee of a plan for such a summer school. It is estimated that two thousand dollars a year will suffice to meet its expenses. The students could spend a part of their time at the iron mines, and a part at the copper mines, and could reap all the substantial benefits to be derived from a permanent school in the mining districts and also the benefits of life at the University, and their instruction would cost the State less by many thousands of dollars annually than it would, if the school should be transferred from Ann Arbor to any point in the Upper Peninsula.

While I deem it an advantage to the University to have the school here, I would not say a word to keep it here, if I did not think it best for the State that it should not be removed. And although we shall try even at great inconvenience to carry it on for the present, yet the arrangement now made cannot easily be continued for a long time. If the next Legislature, speaking for the State, do not wish us to take charge of this work, nay, if the citizens of the Upper Peninsula after careful reflection wish us to drop it, I strongly recommend that we abandon our effort to carry it on. Yet I cannot but think that the considerations here presented will ultimately lead the State to the conviction that if a School of Mines is to be maintained at all, the plan which has here been commended is the wisest one to be pursued.

The history of the legislation on the School of Mines must impress all, who bestow any careful thought on the subject, with the desirableness of having legislative action, which affects the University, shaped so far as possible with relation to some fixed and definite plan of development of the institution. To establish a school, and just as it is fairly organized to destroy it, not only disappoints and incommodes the teachers and students in that school, it must make it difficult to secure accomplished professors and earnest students for other schools in the University, since, rightly or wrongly, they infer that there is instability in the whole institution. Of course one legislature cannot control the action of its successors. But reflection upon the evil results of a vacillating policy towards the University must impress all wise legislators with the importance of avoiding hasty and frequent changes in its organization and work.

The School of Pharmacy, which has heretofore been treated in our Calendar as a part of the Department of Literature, Science and the Arts, was, at the request of the officers of instruction in the School, in December, 1876, recognized by you as a separate organization. It had long been so in fact. Its students are to a very small extent, instructed with the classes in the Literary Department, and they have never been governed or directed by the Faculty of that Department. Their course is purely technical. They will henceforth feel an increased pride in their School, and will cheerfully coöperate with the Fac-

ulty in raising its grade of work. The elevation of the standard of admission will apparently become a necessity, if for no other reason, in order to prevent the classes from becoming too large for our accommodations. The growth of the School has been natural and steady, its courses of study have been made broader and more thorough and exacting from year to year, and its graduates are doing credit to the training they have received.

The Law School goes steadily on in its prosperous course with scarcely any fluctuation in its numbers. Its Faculty have made so few demands on the Board for help, that possibly there is danger that we fail to inquire with sufficient care whether its resources should not at the earliest practicable day be somewhat enlarged. While pains have been taken to raise the requirements for admission and for graduation in the Literary and Medical Departments, and to lengthen the term of study in the Medical School, the whole scheme of labor in the Law School has remained unchanged. It is worthy of consideration whether something may not be done to increase the efficiency of the School. I think it would be gratifying to the Faculty and conducive to the best interests of the School, if another Professor could be appointed, and if more of what we may term class-room work, drilling, quizzing, could thus be secured. It is also my own conviction that there should be some test of admission to the School, or at any rate of admission to the senior class. The subject of legal education, and especially of the best methods of training men in law schools for the legal profession, is receiving large attention just now throughout the country, and we must spare no pains to retain for our School the high reputation it has always enjoyed.

The Dental School has had a year of satisfactory work. We have reason to believe that it has commended itself to the Dental Profession in the west, and now that the action of the Legislature has removed all doubts of its continuance, we may expect an increased attendance. It is now provided with its own building, and the inconveniences under which it and the Homœopathic College suffered from being crowded into the same edifice, with inadequate room, will henceforth be avoided.

The Department of Medicine and Surgery, in spite of bitter attacks upon it on account of the establishment of the Homœopathic Medical College here, and in spite of the predictions, which its enemies have indulged in, of its approaching decline, persists in continuing a vigorous existence. Indeed, it is taking a bold step forward. With a view to insuring larger attainments in its graduates, it now extends its annual course from six months to nine months, and so grades the work as to secure an orderly and systematic education. Only two other schools in the country, those at Harvard College and the University of Pennsylvania, have attempted this marked improvement in medical education. But all over the land there is among the more intelligent members of the medical profession a profound conviction that an elevation of the standard of medical education is in the highest degree necessary. Yet since a large proportion of the schools graduate students after two courses of six months each, or even of four months each, while we ask an attendance on two courses of nine months, and by rigid examinations make stringent demands on the candidate for graduation, we were prepared to expect, at first, a considerable decline in the attendance. But as the school at Harvard after an experiment of three or four years has fully regained its old numbers, so we hoped that after a brief period we should enroll as many on our books as we had been accustomed to see for the years past. But whether we did or not, we resolved to adhere, so long

as the resources of the University would permit, to the policy of giving the highest grade of medical education which is provided in the best schools of the land. That we deemed the only course worthy of a University. We believed that if a few of the leading schools would courageously persist in this policy, they would not only attract the choicest and most aspiring students, but they would soon lift many of the other schools to a higher plane, and so compel the much needed elevation of the training of the medical profession.

But to our great gratification we find, as our new year opens, that our expectation of a decline in attendance is disappointed. The classes bid fair to exceed in size those of last year. And it is a cause of especial encouragement that students, who have come from distant States, as well as some who have come from our own State, assure us that they have been attracted hither by the extension of our term. They desire the largest and best training they can secure. They do not ask, what is the shortest time in which we can obtain a diploma; they seek rather the fullest preparation for their professional work. That is the class of students we have hoped to secure.

The Homœopathic Medical College had fully twice as many students last year as in the preceding year, and the number this year promises to be at least half larger than it was last year. A growth so rapid ought to be satisfactory to its friends. Now that it may be said to have passed its experimental stage and that its existence is assured, it is reasonable to expect that the Homœopathic branch of the medical profession will lend it a cordial support. It will be borne in mind that the course in this school is also lengthened from six months to nine months. The remarks made above concerning the importance of the extended course in the Department of Medicine and Surgery, are, of course, equally applicable to the Homœopathic practitioners and schools. This is the only Homœopathic School which has courses of nine months, and it must attract the students who desire a thorough training.

Legislative action has brought some very valuable additions to our resources for furnishing medical education by aiding in the support of the hospital and by establishing a Physiological Laboratory. Our funds have heretofore enabled us to keep the Hospital open only a part of the year, and have not sufficed to care for it as we could have wished. But the appropriation made at the last session of the Legislature will enable us to provide for patients through the whole year and insure them every needed comfort. During the last year a large number of important operations in surgery and on the eye and the ear have been successfully, and, of course, gratuitously performed, and so the Hospital has been a great public benefit to the State, which supports it. But it will now be able to multiply its blessings, while it also becomes a more valuable adjunct to the Medical Schools. A portion of the Hospital is to be set apart for the use of the Homœopathic College and of the patients who prefer to be treated by Professors of that school.

The Physiological and Histological Laboratory we also expect to be of the greatest service to the medical students, who may avail themselves of its advantages. By experiments upon the lower animals, and by the use of the microscope and other instruments of observation, the minute and scientific study of the structure of the tissues, and of the various parts of the human organism, both in the diseased and in the healthy state, is pursued with the most helpful results.

We may therefore confidently affirm that our provisions for instruction in medicine are not only materially ampler and better than they have ever before

been, but that we may reasonably expect them to draw to our halls those earnest men and women who are not content to receive the minimum of knowledge with which they can be allowed to practice medicine, but who aspire to that complete and generous training which shall prepare them to adorn their profession and bless their generation. Even if the number of such should not prove as great as the number of those who wish for a mere smattering of medical learning, and who are willing to play the part of ignoramuses or charlatans, it is very clear that we should not mourn over the loss of the latter class from our lecture-rooms, but should use every worthy means to stimulate and prepare the thorough and high-minded students for the best work of which they are capable. But the large classes who are thronging the medical lecture-rooms this year indicate that the sentiment of the medical profession in favor of improving medical education was riper than some had supposed, and that the proportion of students who earnestly desire prolonged and thorough instruction, is already very great. We may well be cheered and encouraged by the response which is thus made to our endeavor to lift the standard of medical education.

The Legislative Committee made a very careful inquiry into the condition and wants of the University, and presented a report with very generous recommendations in our behalf. Most of these recommendations, I am happy to say, were adopted. The following appropriations were made:

For the salary of the Professor of Geology for 1877, \$2,000; for 1878, \$2,000. For the Physical Laboratory, 1877, \$1,000; 1878, \$500. For the salary of the Professor of Physics, 1877, \$2,000; 1878, \$2,000. For the Hospital, 1877, \$2,000; 1878, \$2,000. For the Physiological Laboratory, 1877, \$2,500; 1878, \$1,000. For the General Library, 1877, \$2,500; 1878, \$2,500. For salaries of Professors in the Dental School, 1877, \$4,500; 1878, \$4,500. For apparatus in the Dental School, 1877, \$1,000; 1878, \$500. For repairs of a building for the Dental School, \$1,000. For the purchase of instruments for the Astronomical Department, \$1,500. For the extension of the term in the Department of Medicine and Surgery to nine months, 1877, \$4,500; 1878, \$4,500. For the same extension of the term in the Homœopathic College, 1877, \$2,500; 1878, \$2,500.

Of the specific advantages to be derived from most of these appropriations, I have already spoken. But I desire to call especial attention to the legislation which enables us to establish a fair equipment for a physical laboratory, and to provide a Professor, whose whole attention can be given to instruction in Physics. For years we have been striving to bring to the study of Physics the same help from laboratory processes which has been furnished to the study of Chemistry, and, to some extent, of the Natural Sciences. We have been compelled to see ourselves outstripped in that particular by many institutions whose equipment in most respects was far inferior to ours. The introduction of the laboratory work renders the division of the duties of the chair of Physics and Chemistry an absolute necessity. We may now hope to do far more than we have ever before done in preparing students to investigate or to teach the science of Physics.

I would also refer to the appropriation for the increase of the General Library. The Legislative Committee appreciated, it is believed, the importance of a new fire-proof building for the Library, but did not deem it expedient, it is presumed, in the present depressed state of business, to recommend the erection of it. They saw, however, how inadequate is the Library itself to the needs of such an Institution as this, and wisely urged an appropriation of twenty-five

hundred dollars for this year, and an equal sum for the next. This will furnish a most welcome addition to our shelves, and will enable us to do much towards filling some very bad gaps. The Library must be the fountain of strength in a University. If our collection of books were trebled or quadrupled in numbers at once it would not be at all beyond the real demands of the Institution. For in addition to a rich general library, we ought to have for each of our special and professional schools a large and choice technical library. We trust that coming Legislatures may imitate the last in an appreciative care for the Library, unless private munificence should make provision for it. I cannot relinquish the belief that some man will yet be wise enough to link his name permanently with the University by erecting us a suitable building for the Library.

The total sum appropriated is for 1877, \$27,000, and for 1878, \$22,500. The aid thus furnished will prove very helpful to us by enabling us to enlarge our facilities for instruction in various ways. We appreciate it also at this time as an encouraging evidence that even when a temporary excitement caused by exceptional circumstances might be supposed to preclude the hope of generous appropriations from the Legislature, yet that body could be relied on to express by its action the deep interest which the citizens of Michigan really feel in the prosperity and efficiency of this Institution.

But it must not be forgotten that the demands upon us are constantly out-running our resources. A great institution, with a worthy ambition and a vigorous life, is constantly tending to expand its work, and is ever tempted to increase, little by little, its outlay in order to enrich its instruction. But with a firm resolve to keep out of debt, we have decided for the present to reduce, slightly, our teaching force and increase the labor of the instructors, and to curtail our present miscellaneous expenses to the last degree compatible with the continuance of our work in a manner worthy of our reputation. It is expected that a saving of several thousand dollars will be made for the current year, and of a sum nearly as large for the year to come. But this has been made possible only by placing on some of our college officers an amount of class-room work with undergraduates, which, for the best good of the University, they should not be asked to do permanently. There is ground for fear that the efficiency of some of our teaching will be impaired to a certain extent. Certain it is that less time can be given by some of our most experienced Professors to the higher grades of instruction, especially the work with resident graduates and specialists, than has been given, and with results which have reflected great credit upon us. The present reduction of our force is absolutely necessary. We must at all hazards keep out of debt. But it should be borne constantly in mind that the reduction in the Literary Department is in itself considered a misfortune, and therefore that if our number of students does not materially diminish, the number of our staff of teachers must be made good again as soon as our funds will allow.

In reviewing the year, we may say with truth that the work of the University in all its Departments has gone on with marked efficiency and success. The prosperity of the Institution, we believe, has not been checked even by the misfortune which has made the Chemical Laboratory the object of an undesirable notoriety. With the fixed purpose to keep its expenses carefully within its income, to practice in every particular the utmost economy, and to secure the largest and best results which its resources will allow, we are confident that the University will not forfeit the place it has so long held in the affections of the

people of Michigan, nor lose the preëminence it has attained as an Institution of Higher Learning.

JAMES B. ANGELL.

“EXHIBIT D.”

MEMBERS OF THE FACULTIES, AND OTHER OFFICERS OF THE UNIVERSITY OF MICHIGAN, AND THE AMOUNT PAID EACH FOR SALARY.

	Annual Salary.
James B. Angell, LL. D., President.....	\$4,500 00
Rev. George P. Williams, LL. D., Emeritus Professor of Physics..	500 00
Silas H. Douglas, M. A., M. D., Professor of Metallurgy and Chemical Technology, and Director of Chemical Laboratory....	2,500 00
Alonzo B. Palmer, M. A., M. D., Professor of Pathology and the Practice of Medicine and Dean of Medical Faculty.....	2,200 00
Corydon L. Ford, M. A., M. D., Professor of Anatomy and Physi- ology.....	2,500 00
Henry S. Frieze, LL. D., Professor of the Latin Language and Literature.....	2,500 00
Hon. James V. Campbell, LL. D., Marshall Professor of Law....	1,300 00
Hon. Thomas M. Cooley, LL. D., Jay Professor of Law and Dean of Law Faculty.....	1,600 00
James C. Watson, Ph. D., Professor of Astronomy, and Director of the Observatory.....	2,500 00
Edward Olney, LL. D., Professor of Mathematics.....	2,500 00
Rev. Andrew Ten Brook, M. A., Librarian.....	1,800 00
Charles K. Adams, M. A. Professor of History.....	2,500 00
Charles A. Kent, M. A., Fletcher Professor of Law.....	1,300 00
Rev. Benjamin F. Cocker, D. D., LL. D., Professor of Moral and Mental Philosophy.....	2,500 00
Albert B. Prescott, M. D., Professor of Organic and Applied Chemistry and Pharmacy.....	2,500 00
Martin L. D'Ooge, Ph. D., Professor of the Greek Language and Literature.....	2,500 00
George S. Morris, M. A., Professor of Modern Languages and Literature.....	2,500 00
Charles E. Greene, M. A., C. E., Professor of Civil Engineering..	2,500 00
George E. Frothingham, M. D., Professor of Materia Medica, and Ophthalmic and Aural Surgery.....	1,800 00
— —, Professor of Mineralogy, Geology, Zoölogy and Botany.....	
Donald Maclean, M. D., Professor of Surgery.....	1,800 00
Edward S. Dunster, M. A., M. D., Professor of Obstetrics and Diseases of Women and Children.....	1,800 00
Moses Coit Tyler, LL. D., Professor of the English Language and Literature.....	2,500 00

	Annual Salary.
William H. Pettee, M. A., Professor of Mining Engineering.....	\$2,500 00
Samuel A. Jones, M. D., Professor of Materia Medica and Therapeutics in the Homœopathic Medical College and Dean of Faculty.....	2,000 00
John C. Morgan, M. D., Professor of Theory and Practice of Medicine in the Homœopathic Medical College.....	1,800 00
Jonathan Taft, D. D. S., Professor of the Principles and Practice of Operative Dentistry.....	1,500 00
John A. Watling, D. D. S., Professor of Clinical and Mechanical Dentistry.....	1,000 00
John W. Langley, S. B., Professor of General Chemistry and Physics.....	2,500 00
William P. Wells, M. A., Kent Professor of Law.....	1,300 00
W. L. B. Jenney, C. E., Professor of Architecture and Design....	2,000 00
Edward L. Walter, Ph. D., Assistant Professor of Latin.....	absent on leave.
Albert H. Pattengill, M. A., Assistant Professor of Greek.....	1,800 00
Joseph B. Davis, C. E., Assistant Professor of Civil Engineering..	1,800 00
Mark W. Harrington, M. A., Assistant Professor, in charge of Zoölogy and Botany.....	absent on leave.
Wooster W. Beman, M. A., Assistant Professor of Mathematics ..	1,800 00
Joseph B. Steere, Ph. D., Assistant Professor of Palæontology....	1,800 00
Isaac N. Demmon, M. A., Assistant Professor of Rhetoric and History.....	1,800 00
Elisha Jones, M. A., Acting Assistant Professor of Latin.....	1,800 00
John C. Gilchrist, M. D., Lecturer on Surgical Therapeutics in the Homœopathic Medical College.....	900 00
Burt G. Wilder, M. D., Lecturer on Physiology in the Department of Medicine and Surgery.....	900 00
P. R. B. DePont, B. A., B. S., Instructor in French.....	1,100 00
Charles S. Denison, M. S., C. E., Instructor in Engineering and Drawing, and Assistant in Architecture.....	1,500 00
Alfred Hennequin, M. A., Instructor in French and German.....	1,000 00
Charles N. Jones, B. A., Instructor in Mathematics.....	1,000 00
Volney M. Spaulding, M. A., Instructor in Zoölogy and Botany....	1,000 00
Otis C. Johnson, B. A., Assistant in Chemical Laboratory (Qualitative Analysis).....	1,000 00
Samuel T. Douglas, Ph. B., Ph. C., Assistant in Chemical Laboratory (Quantitative and Qualitative Analysis).....	750 00
Will J. Herdman, M. A., M. D., Demonstrator of Anatomy.....	1,000 00
Walter H. Jackson, D. D. S., Demonstrator of Dentistry.....	100 00
Abram V. E. Young, Ph. B., Ph. C., Assistant in Chemistry and Physics.....	750 00
Richard H. Corwin, Assistant in Museum.....	700 00
Victor C. Vaughan, Ph. D., Assistant in Chemical Laboratory....	750 00
Henry B. Parsons, Ph. C., Assistant in Chemical Laboratory.....	125 00
Kate Crane, Ph. C., Accountant in Chemical Laboratory.....	500 00

AGRICULTURAL COLLEGE.

REPORT OF PRESIDENT.

To the Hon. Horace S. Tarbell, Superintendent of Public Instruction:

DEAR SIR,—The following is in brief a summary of results at the State Agricultural College for the year 1877, a full report of which will be found in the Annual Report of the State Board of Agriculture.

The property of the College in farm and buildings was inventoried Sept. 30th, 1877, at \$194,156.33. This includes the amount already paid on the new dormitory.

The endowment derived from the Congressional Land Grant was 235,673.37 acres of wild land selected within the Lower Peninsula of Michigan. The fund arising from the sale of 73,993.55 acres of this land, up to Sept. 30th last, was \$237,174.77, upon which the College receives from the State seven per cent interest. The remaining 161,679.82 acres are valued at about \$3.00 an acre, being in market under the direction of the Agricultural Land Grant Board.

The income of the College from all sources for the fiscal year ending Sept. 30th, was as follows:

From State appropriations—	
For buildings, etc.....	\$17,828 18
current expenses.....	6,150 00
From interest on endowment.....	15,172 86
other sources.....	21,062 89
Total.....	\$60,213 93

The corps of instructors during the year has been, as for several years past, the President and six professors, with a superintendent and foreman in charge of the work.

The students have numbered 154, as follows:

Resident graduate.....	1
Seniors.....	15
Juniors.....	30
Sophomores.....	37
Freshmen.....	58
Specials.....	13

The fifteen Seniors received the degree of Bachelor of Science at commencement, Nov. 20th. The degree of Master of Science was conferred upon Prof. C. L. Ingersoll, a graduate of the year 1874.

The studies pursued have been, with slight exception, those of the regular course as here given with text-books annexed :

FRESHMAN CLASS.

First Term—Algebra, Olney ; History, Swinton's Outlines ; Composition, Hart.

Second Term—Algebra completed, Olney ; Book-keeping 6 weeks, Mayhew ; Botany, Gray's Structural Botany ; Agriculture, Waring on draining, and lectures.

Third Term—Geometry, Olney ; Botany, Gray's Structural Botany, Wood's Manual ; French, Otto.

SOPHOMORE CLASS.

First Term—Geometry completed, Olney ; Elementary Chemistry, Lectures, Roscoe ; French, Otto's Reader.

Second Term—Trigometry, Olney ; Surveying, Schuyler ; Organic Chemistry, Lectures, Blowpipe and Volumetric Analysis ; French, Otto's Reader.

Third Term—Mechanics, Snell's Olmstead ; Analytical Chemistry, Kedzie.

JUNIORS.

First Term—Mechanics 6 weeks ; Anatomy 6 weeks, Lectures ; Agricultural Chemistry, Lectures ; Horticulture, Lectures, Thomas.

Second Term—Physiology, Dalton ; Physics, Miller ; Rhetoric, Whately.

Third Term—Entomology, Lectures, Packard, Cook's Apiary ; Meteorology, Lectures ; English Literature, Lectures, Chambers.

SENIORS.

First Term—Zoölogy 6 weeks, Lectures ; Geology 6 weeks, Dana ; Agriculture, Lectures ; Mental Philosophy, Bascom.

Second Term—Drawing 6 weeks, Warren ; Astronomy 6 weeks, White ; Botany 6 weeks, Lectures ; U. S. Constitution 6 weeks, Andrews ; Moral Philosophy, Fairchild.

THIRD TERM.

Civil Engineering, Lectures, Trautwine ; Political Economy 6 weeks, Lectures ; Landscape Gardening 6 weeks, Lectures ; Logic, Fowler.

This course is designed to embrace especially the sciences related to agriculture with so much mathematics, language and philosophy as to train for the responsibilities of practical life. The regular daily requirement of three hours' manual labor is thought to be an important element in practical education which distinguishes the course here from any given elsewhere in the State.

Tuition is free to all students.

A matriculation fee of five dollars entitles the student to the privileges of the whole course. The graduation fee is five dollars.

An advance of two dollars and twenty-five cents per term is required for incidentals.

Students in Analytical Chemistry advance two dollars the second term and ten dollars the third term for their outfit in the Laboratory.

Students are received upon passing a satisfactory examination in the common branches, but must be at least fifteen years of age.

During the vacation in December, 1876, one of the original buildings, a dormitory accommodating sixty students, was burned. Owing to the limited

room afforded by the single remaining dormitory, no Freshman class was received until the beginning of the Autumn term in September. This makes a permanent change in the arrangement of terms, so that hereafter the college year will begin on the first of September. Yet the long vacation will remain, as heretofore, during the winter months, to accommodate the many who find employment in teaching. This opportunity, together with the regular employment furnished at the College during term-time, makes this especially the school of self-supporting students.

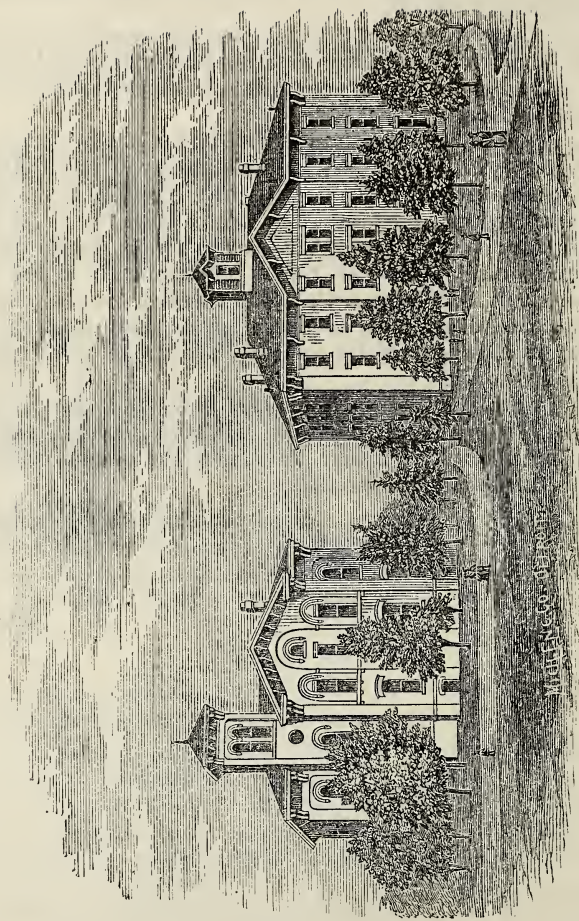
The want of room has, to some extent, lessened the number of students, and from the crowded condition during the autumn term, has caused considerable inconvenience; but, upon the whole, the College has maintained its reputation for orderliness and scholarship.

The provision made by the Legislature of 1877 for a new dormitory at an expense of \$25,000.00 will add greatly to the capacity of the College. The building is to be completed before the opening of the Spring term, and will accommodate one hundred and forty students, two in each room. A high basement underneath contains a drill room and society rooms, beside the necessary furnace and store rooms. This, with recent improvements in the laboratory and the farm machinery, will materially aid in carrying out the purpose of the College to maintain such a system of education as shall meet the wants of workers in the great industries of the country, and make more complete the union of learning and labor.

The series of six Farmer's Institutes, referred to in the Report of 1876, were held in Greenville, Traverse City, Ypsilanti, Hillsdale, Owosso, and Lansing. A similar series is planned for January, 1878, and the system, as meeting an evident want, bids fair to be permanent.

T. C. ABBOT, *President.*
(By G. T. F.)

STATE AGRICULTURAL COLLEGE, }
Lansing, Michigan, Dec. 12th, 1877. }



STATE NORMAL SCHOOL.

STATE NORMAL SCHOOL.

REPORT OF PRINCIPAL.

To the Honorable Board of Education:

I have the honor herewith to submit to you my report of the State Normal School for the year ending June 2, 1877.

There have been no changes in the corps of instructors with the exception of the employment of Wm. W. Stockley to give instruction in book-keeping and one class in Latin.

The entire enrollment during the year was 605, as follows:

NORMAL DEPARTMENT.

Common school course.....	174
Full English course.....	54
Language courses.....	136
Unclassified.....	2
Total.....	366
School of Observation and Practice.....	123
Grammar and preparatory grades.....	157
Number counted twice by transfer.....	15
	265
Total.....	631
Number counted twice by transfer from School of Ob. and Prac.....	26
Grand total.....	605

Students have been in attendance from forty-three different counties. There have been three students from Ohio, three from Illinois, three from Iowa, one from New York, one from Connecticut, one from Wisconsin, one from Kansas, and one from Missouri.

One hundred and thirty-eight were received free of tuition, by appointment of members of the Legislature.

There were seventy-seven graduates from all the courses—thirty-six young men, and forty-one young ladies, by departments as follows:

Common school course.....	49
Full English course.....	11
Mixed courses.....	5
Full language courses.....	12
Total	77

The following are the names of graduates:

LANGUAGE COURSES.

William E. Bellows, Classical; Martha Barnard, Modern Languages; E. Andalusia Brooks, Modern Languages; Eva A. Bellows, Modern Languages; Henry J. Curran, Classical; Luana Carus, Classical; Mary S. Clayton, Modern Languages; James F. Jordan, Classical; Christian Meunger, Modern Languages; Durbin Newton, Classical; Levi F. Shaw, Classical; William W. Stockly, Classical.

MIXED COURSES.

Mary Allen, English and French; Effie Beach, English and French; Eugene Hartman, Latin and German; Elise A. Judd, Common School and French; Sarah E. Van Tyne, Latin and German.

FULL ENGLISH COURSE.

Walter M. Andrus, Phebe S. Beach, William Bellis, Carrie Everett, Addie M. Hawks, Chas. T. McCutcheon, Enos J. McAlpine, Mary McVean, Joel S. Pardee, Agnes Spinks, Douwe B. Yntema.

COMMON SCHOOL COURSE.

Walter C. Bellows, Charles B. Blackmar, C. Cass Brower, Edward D. Black, James A. Bobb, Hattie Babcock, Josie M. Butrick, Jennie H. Brokaw, Samuel M. Crombie, Blanche Cudworth, Alice A. Chandler, Annie Cramer, Ella A. Cranston, Ida A. Cranston, Milo Davis, Angie Davis, James B. Ford, Charles Grawn, Emma E. Goodwin, Charles Hicks, Frank P. Hettinger, Mary A. Houghton, Rhoda C. Hicks, Emma E. Holton, George Waters Warner, Maria Jefferson, Lillian Kimble, Rosa Lee, Herbert L. Merrill, Justina Mowry, Hannah E. Miner, Thomas C. Phillips, Lida Pooler, Lura S. Potter, Mattie Quirk, William E. Rice, Milton W. Smith, Morris C. Shaw, Eugene A. Stowe, Fred. Sutton, Josephine Shaw, Alice Spoor, Ida Spoor, Ella M. Sischo, Farland A. Wallace, Jerome Travis, Nettie Wheeler, Ida Wells, Justin Vernon Bird.

The average age of graduates from the full courses was 23 years; from the common school courses, 21.2 years. Seven of the graduates from the common school course have entered upon more advanced courses; all the others, except four, are engaged in teaching. Two of these are attending the University, and two have engaged in other business.

Sixteen graduates from High Schools were admitted during the year without examination. This new feature promises much good to the Normal as well as to the High Schools. It presents to the students of the Public Schools a strong inducement to remain there until they have completed the course, and at the same time gives higher qualifications for entering the Normal School, and thus renders our work more strictly professional. About thirty such graduates have already been admitted for the present year. Those who enter on

diploma can, by earnest work, usually complete the Full English Course in one year, and either of the language courses in two years.

The work of the Normal School divides itself into two parts—*Scholastic* or *Academic* and *Professional*. Such is the low condition of common school instruction in the State, that a considerable portion of the instruction here is necessarily preparatory. The object of academic instruction is to impart knowledge and discipline; but as these are acquired for a definite purpose, our methods of instruction are directed to that end. This we deem of the very highest importance. For the discipline of mind in acquiring and imparting knowledge, determines largely its activity, and must therefore give character to the pupil's future work in teaching and training others. Pupils will imitate the methods with which they have become acquainted; and therefore, the more nearly perfect these methods are, the better their work.

Our methods of instruction are both analytic and synthetic; *analytic*, that the pupil may understand the relation of one truth to another, and be able to present these truths in their proper order to his pupils; *synthetic*, that the elements of knowledge gained by elementary processes may be generalized, classified and apprehended as a whole. In all our methods of instruction, we seek to lead our pupils to apprehend the philosophical principles upon which the different branches of science are founded, that they may understand the logical order in which the truths should be presented.

Professional instruction, however, should be the peculiar feature of the work of a normal school, and it is the constant effort of the faculty to make this feature more and more prominent every year. This is kept constantly in view in all study, recitations, discussions and lectures. The questions constantly coming before the pupil are: How shall I organize, how shall I instruct, how shall I govern, how shall I gain and hold the attention of my pupils? How shall I secure the most effective and earnest work from every pupil; and the coöperation of school officers and parents? What are the true ends and aims of education? How can I elevate my profession, and instruct the people upon the subject? To secure the best results in this regard, our students are directed to read the best text-books on the Theory and Practice of teaching. Lectures upon the History of Education, and other topics, such as give a more extended knowledge and a broader culture, are given from time to time. In short, the whole work of the school is made subservient to the one central object for which it exists: to qualify young men and women to teach efficiently in our public schools.

The increasing demand for our graduates to take charge of graded schools and to fill important positions as assistants in the best schools in this and other States, affords gratifying evidence that the school is, in some degree, accomplishing the object for which it exists.

Some slight changes have been made in the courses of study. A District School Course has been added to those hitherto published in the catalogue. The object of this course is to give special instruction to those who design to teach principally in the district schools. The requirements for admission have been considerably increased, so that those who are admitted to the common school course, may, by close application, complete it in one year.

Some strictures were made by the visiting committee in their report, on the quality of work done in the Department of Ancient Languages. I deem it just to myself, to the school and to the professor in charge of that department, to say that the visit of the committee in the classes of that department was very

brief, and could not have been sufficient to form a correct judgment of the work done there. I ask the Board, therefore, if they shall deem it advisable to appoint a special committee, consisting of Professors D'Ooge and Frieze of the University, to examine thoroughly the work done in that department, and report the results of their investigation to your Honorable Board.

I have given instruction to two hundred pupils in reading during the year, most of whom passed a satisfactory examination. I have also given instruction to the senior class in mental philosophy, logic, moral philosophy and their applications to the science of education, school organization and government. I have lectured on school systems, aims and motives of education, and the grading of schools.

For the special work done in each of the other departments, your attention is called to the reports of the teachers in the several departments.

I am happy to report the general prevalence of good order and earnest work both on the part of teachers and students. But three serious cases of discipline have occurred during the year.

INVENTORY OF NORMAL SCHOOL PROPERTY.

Two buildings and five acres of ground.....	\$50,000 00
Bell and furnaces.....	2,000 00
Furniture, pianos and organ.....	4,000 00
Library.....	3,300 00
Philosophical and chemical apparatus.....	2,000 00
Laboratory stock.....	500 00
Museum specimens.....	1,000 00
Kindergarten apparatus.....	100 00
Maps and charts.....	100 00
Total.....	<u>\$63,000 00</u>

J. ESTABROOK, *Principal*.

REPORT OF THE DEPARTMENT OF ARITHMETIC AND BOTANY.

Prof. J. Estabrook, Principal:

DEAR SIR,—As pupils are required to know the subject of arithmetic when they enter the Normal School, my work in this branch is limited to teaching them how to teach it. Many, esteemed pretty good in arithmetic, are defective in some respects. To meet the needs of such, I have had, during the last year, what has been called a class in Exercises in Arithmetic. Its purpose was to teach abbreviated processes, give practice in rapid arithmetical combinations, and drill in analysis of operations and problems. Very few enter this school who do not need to belong to this class, however good their scholarship may be in other respects. I have superintended the practice-teaching one hour each day. That hour has been a pleasant one to me; I hope it has been beneficial to the pupil teachers and to the taught.

Each summer more than one hundred begin Botany, the students furnishing

their own pocket microscopes. About thirty pursue the advanced course, and should make a more thorough and independent examination of plants than can be done with these small magnifiers. For their use, dissecting microscopes that will cost \$10 or \$15 each, are needed. Ten such microscopes would do. Each student in the advanced course in Botany should work thirty or forty hours under the guidance of a teacher with such an instrument, else he can have little independence in the analysis of the easier plants, to say nothing of the more difficult, especially the grasses. The constantly increasing demands of the science require this practical work. Without suitable aids the work can not be done. We have a good compound microscope, but it is too valuable to be put into the hands of untrained experimenters, and what is one instrument among so many? Last summer the advanced botany pupils were each able to work with it two hours in all—not enough to learn its use. Of course their examination of plants was but superficial.

I am constantly adding to the herbarium, and when there is a place to put them, the specimens shall be all arranged.

Last year I asked for pictures for my room, but after making the request learned that the finances of the Board were so low that I furnished several pictures at my own expense. The students soon after bought two, one of which is a fine portrait of the Principal. For this reason it may not seem an extravagant request if I ask for the \$100.00 to be expended in microscopes.

Very respectfully,

RUTH HOPPIN.

REPORT OF THE DEPARTMENT OF MUSIC.

Prof. J. Estabrook, Principal :

DEAR SIR,—In the department of Vocal Music, the classes were arranged as follows: Beginners' class, Advanced class, Diploma class, Choir, and classes in the Experimental School. During the first term of the year the Beginners' class was so large that I formed two divisions, and heard them both myself. With but few exceptions the pupils on entering the school were entirely uncultivated in music; hence, the first term I gave the time to thorough drill in reading notes, voice culture, and a study of a part of the science of musical notation. The second term was devoted to methods of teaching, more practice and study, and writing exercises, intervals, chords, etc. All who passed examination have thus had every opportunity to prepare themselves for teaching, and I believe they can and will do good work. In the experimental school I taught one class during the entire year, and had the supervision of all the music classes in this department. Three classes were taught by pupils from the Normal School, and much interest was manifested by both pupil teachers and pupils.

The rule adopted by the Faculty, requiring all students to study vocal music as a regular study, continues effective, grows in popularity, and has indeed worked wonders for this department. Very many, who were under the impression *they* could not sing, have succeeded admirably, and all have concluded that if they cannot *sing* they can *teach* music to children in our public schools. Taken as a whole, the year has been one of arduous and interesting labor, and in some respects, has been an improvement on the past.

Yours respectfully,

FREDERIC H. PEASE.

REPORT OF THE DEPARTMENT OF ENGLISH LANGUAGE.

Prof. J. Estabrook, Principal:

I have the honor of submitting to you my Annual Report of the work done in the Department of the English Language for the year 1876-77.

The different branches taught by me during the year are English Grammar, Composition and Rhetoric, which, of necessity, bring me into relation with pupils in all grades.

ENGLISH GRAMMAR.

Pupils entering the school, naturally arrange themselves in two classes: those who passing a fair examination in the subject matter are ready to study methods of teaching it, and those who need to preface methods with a thorough drill in Etymology and Syntax.

The lectures given involve themes and methods appropriate to intermediate, grammar grade, and advanced work. No text-book used.

Models are given of teaching orally, inductively, and on principles made known to the class, of giving original, natural, and homely illustration of methods of manipulating the class, and of securing class drill and class criticism. Pupils are then required to develop any idea, one acting as teacher, the body of the class simulating pupils in any grade.

In advanced work, special pains is taken in the analysis of colloquial forms as well as in the selections from English classics. Number of pupils appearing in those classes, which themselves are subdivided, is about one hundred and forty during the year.

ENGLISH COMPOSITION.

This department is held responsible to all grades for the due exercise of their powers of expression and invention, though it has been seriously embarrassed by the facts that composition has been regarded as an exercise only, rather than as a regular study, and that the work seemed outside the school rather than in the school. Now, however, all is changed, and a most desirable change it is, by ruling composition a regular and fundamental study. During the past year the classes have met daily, and with an interest almost unknown before, and with results that appeared in the first public literary exercise of students of the common school course at commencement week, 1877. A text-book is used as reference for facts and principles, but our aim is to draw out the *pupil's own ideas* in written discourse, to which may be applied the rules of the art determining usage.

Sometimes composition is *immediate*, and topic given with subdivisions or outline, as suggestive of that which is already known. To illustrate:

Dawn.

- (a.) Sights.
 - (b.) Sounds.
 - (c.) The new day. (What shall I do with it?)
- And again,

The Rainbow.

- (a.) When and where seen.
- (b.) Form and colors.
- (c.) Explain the phenomenon.
- (d.) What says the Bible,—the poet, of the rainbow?

Here we appeal to his previous observation—his acquired knowledge in physics, his reading, and home culture.

These productions are brief, sometimes crude, but fresh, honest, and the pupil's own. Read before the class, they are subsequently criticised in regard to punctuation, use of capitals, spelling, etc. A few, each week, are appointed to choose their own subjects, and to present, in the essay form, any interesting thoughts which they may have.

Exercises in original composition extend throughout the course. Precedent has established a class consisting of juniors and seniors of the higher courses, who write twice a term, and after private rehearsal read or speak before the school. Numbers range from forty to seventy.

RHETORIC.

Our scheme provides for the study of Rhetoric in two of the higher courses, being optional with the classical course. The tendency, however, is toward it, among those who have the right of choice. Students in the Modern Language Course may take it up at any time after the first year, hence the grade is not perfect and results are far from uniform. Nevertheless a hearty interest in the science and the art has been secured, and a respectable aggregate of individual successes might be reported.

A text-book, Hart's Composition and Rhetoric, is used, but especial prominence is given to the application of principles to *original* essays, and to the analysis of classic English.

The general method is but a continuation of that pursued in the composition class, but specially, we attempt word-pictures of places, things, actions, or later character-drawing. Description is followed by abstract, imaginative, or controversial themes, prompting invention or research.

WORK IN THE MODEL SCHOOL.

During the summer term I spent an hour in this Département in charge of five language classes, with pupil teachers. Here theory is severely tested by practice, and natural methods to me seemed more and more to be the only common sense methods.

I cannot close this paper without expressing satisfaction in the uniformly agreeable relations existing between myself and fellow teachers, the Faculty of the Normal School, nor without thanks for your kindness and consideration.

MARY A. RICE,
Department English Language.

DEPARTMENT OF MATHEMATICS.

Prof. J. Estabrook, Principal:

DEAR SIR,—I herein present the Report of the Department of Mathematics for the year ending July 1, 1877.

During the year instruction has been given in Elementary Algebra to a somewhat larger number of pupils than in any previous year since the beginning of my connection with the school. Four different classes were formed in the course of the year, from which a total of 115 pupils passed examination at an

average standing of 87%. Of this number, a large part had studied the subject considerably in the schools from which they came, and were enabled to complete our work in a period of very few weeks. It is gratifying to observe that the number of this class of pupils is steadily increasing from year to year. We cannot omit, however, to remark the existence of a very great difference in the *quality* of preparation in this study with which our pupils come from the many schools of the State. Some are found who, though they have but barely compassed the ground of topics named in our requirements for admission, have, nevertheless, been thoroughly and well taught as far as they have gone, and can, therefore, not only perform the operations, but can also give reasons for the processes. On the other hand, not a few are found who, notwithstanding they have studied Algebra a great deal, having, perhaps, been through Higher Algebra, are yet exceedingly deficient in any real understanding of the subject—crude in mind and excessively mechanical in all their work, almost utterly without ability to give any satisfactory account of the rationale of the simplest operation. Between these two extremes, appears every imaginable variety of acquirements. In view of these facts, it is suggested as desirable that a statement be made either by circular or in the catalogue, setting forth the quality as well as the extent of the preparation required in this, and, possibly, in other studies, of those seeking admission to the school.

Our advanced course in Arithmetic consisting, as you are aware, in the application of Algebra to the development of arithmetical principles and rules, has been completed during the year by 100 pupils at an average standing of 88%. A word may be allowed here concerning the intention with which the work in this study is conducted. The pupil in an ordinary study of Algebra has little or no opportunity to form any idea of the utility of the literal notation as a means of investigation of general mathematical principles. His attention being chiefly directed toward acquiring a familiarity with algebraic processes, as such, he learns almost nothing of the uses to which his knowledge may be applied. Generally, in our courses of study, it is not until the higher branches of mathematics are reached that such application is at all perceived. But a large proportion of our students do not remain with us to pursue the higher courses. They have to go to their work in the common schools of the State; and were it not for the short course we give them of the applications of algebra to the demonstration of the properties and relations of numbers—a matter peculiarly appropriate to their course, and practicable to them in the positions they may be called to fill—they would go out from us with but little if any conception of the nature of the uses to which a knowledge of algebra may be applied. In a teacher, certainly, the lack of such idea would seem a most palpable deficiency indeed. Again, if the pupil continues with us after completing the short course, the value of the work we are considering is perceptible throughout his subsequent mathematical course. His future success in mathematical study is not only foreshadowed hereby, but seems verily to turn upon the results of his efforts at this particular point.

In the study of Geometry, we have continued the practice of pursuing the subject without help of the demonstrations presented in full, as in the common text-books. A number of years, now, of experience in teaching Geometry in this manner have thoroughly confirmed our belief in the correctness of this method. And, looking at the matter aside from any such experience, it is by no means clear how the generally prevailing way of teaching Geometry differs essentially from that which might be pursued in using a key as a text-book in

Arithmetic or Algebra, or in employing, in the same manner, a translation in teaching Virgil or Homer. It is a question whether any considerable amount of the help which pupils may need in any study is best given by the text-book or by the teacher. Certainly, at least, that which neither needs to give ought not to be given by either.

The success of our students under the plan we are pursuing, is a continual verification of the correctness of the view we have taken on the question involved. They are far more interested in the study, becoming even enthusiastic in its pursuit as their progress seems the result of their own thinking rather than of any effort of mere memorization, and, in the end, we find them exhibiting a mastery of the subject far more real, and a discipline of mind much better than seem attainable under the usual method of studying this branch.

During the year, 32 pupils have passed examination in this study, at an average standing of 90%.

In Higher Algebra, 28 pupils have passed the required examination, the standing of the class being 93%.

The view we have taken with respect to the place which this study should occupy in our course is not of the subject as a sort continuation of Elementary Algebra, that is, of a work essentially the same in kind, yet of more difficult grade, but of a branch which is in a position in the scheme of mathematical studies that renders it appropriate and desirable to make it an introduction to the higher mathematics. We accordingly introduce in this connection the notation and the processes of the Infinitesimal Calculus. Herein the pupil's idea of number as conceived in common Arithmetic, that is, of number as made up by finite additions, is complemented by the conception of it as resulting from infinitesimal augments. Here the pupil is thus presented with the key which unlocks all the secret chambers of mathematical knowledge which are above him, as the common literal notation of discontinuous number has already opened all those below him. A brief view of the nature of the questions or of the applications of the Calculus is also given. We have been led to this course by the feeling that, though our pupils may never have to teach the higher mathematics, it is nevertheless desirable that, as teachers in the upper grades of our schools, they should have some idea of what is above and beyond their allotted point of work, and some general information as to the connections and relationships of what constitutes the field of mathematical study as a whole.

In connection with this study, also, the subject of Series receives a complete and general treatment. The Theory of Equations and the solution of equations of the higher degrees close the work.

We are now pursuing the lecture method of instruction in this branch, which, considering the lack of a text-book specially adopted to the work we are doing, and the shortness of the time allowed to the study, we feel is a material improvement upon our practice heretofore.

The study of trigonometry has been pursued by the third year students of each of the higher courses, 26 passing examination at an average of 94%.

The connection in which we have regarded this study of our course has been that of a natural supplement to Geometry. This relation is perceived in the fact that many questions which arise in the consideration of the practical applications of Geometry to measuring have to wait for their answers till the study of Trigonometry is reached. Thus, without some knowledge of this study, the entire field of mensuration depending upon the use of instruments of angular

measurement is, as it were, a sealed book. Nothing is more constantly before us than the practical uses of this science. Our pupils may never have to teach the subject, but, as teachers in our highest public schools, we would have them spared the pain of blank ignorance as to a matter whose applications are among the commonest affairs of practical life. We would not have them see the changing curve of the sun in the heavens, or walk out under the stars of night into the presence of those scenes which have attracted the attention and inspired the study of man from the earliest times, and yet feel that they are ushered into the presence only of that which is set up to taunt them with reminders of their ignorance.

We have been thus full in referring to the different branches embraced by our department, because we desired to indicate some of the governing ideas by which the mathematical course of the school has become what it is. It has been our aim now, during several years, to mould the body of our work into the form of a natural and symmetrical whole. We have laid against it the plumb and the square, and surveyed the adjustments of its parts in the light of what has seemed to be a just balancing of what our students ought to be as well informed and thoroughly equipped teachers, with what it is impossible to make them for reason of the shortness of our time. We have had no desire to teach this or that branch, except as we perceived how great and indispensable a part of a teacher's proper outfit was thus contributable. As the work now stands, the structure is believed to be unique and well-proportioned; but a single block removed from its place determines the reconstruction of the whole fabric upon an entirely new basis. In conclusion, we desire to refer to the quite wide diversity among those who enter the school upon diplomas, as to their preparation in mathematics. Though we decidedly favor the plan of admitting this class of pupils without examination, still it seems desirable that some means should be adopted whereby such pupils as may be able to complete our work in the shortest time might be distinguished from those requiring a longer period.

Now, with thanks to you for the encouragement you have afforded, and with gratitude toward Him who bringeth strength out of weakness, we close the record of the year.

Very truly yours,

C. F. R. BELLOWS.

REPORT OF THE DEPARTMENT OF ELEMENTARY PRINCIPLES OF EDUCATION AND OF THE SCHOOL OF PRACTICE.

To the Principal of the Michigan State Normal School:

DEAR SIR,—The classes receiving instruction in the Elementary Principles of Education during the first term of the past year, numbered 138; during the second term, 106.

The whole number of different pupils was 184. About 100 completed satisfactorily the entire work of both terms. The students in this department have been divided into two regular classes, and these classes, for some portion of the

time, have been subdivided into sections. The lectures on the topics embraced in this course are varied somewhat from year to year as observation suggests improvements and changes in the treatment of special branches of instruction. An effort is made to render the teaching of more and more practical value.

CIVIL GOVERNMENT.

The classes in the study of Civil Government have numbered 131, of which number 116 passed a satisfactory examination upon the subject matter of the lectures given them.

This subject is of so much importance that more time and attention ought, if possible, to be bestowed upon it. The study of the government of the United States might very properly, if circumstances would allow, be pursued in connection with the study of United States History, and attention might be given to the form and character of the English government in connection with English history. The government of Michigan could also be studied sufficiently at the same time with the educational system and laws of the State. It is possible that some such arrangement would secure more completeness in the instruction given, and would enable us to economize the time of both teachers and pupils. The suggestion is commended to your consideration.

NATURAL HISTORY.

The Students in Natural History have numbered 133, of whom 110 passed satisfactory examinations.

The pupils in this branch of study were divided into two regular classes for lectures, and were subdivided into four sections for reviews and examinations, the reviews being conducted partly by selected student-teachers. The plan was adopted from necessity, but was found to work very satisfactorily. It gave excellent opportunity for practice-teaching, and strong motives for careful preparation and thorough instruction on the part of those detailed to teach.

The time heretofore allowed to this department of science has been altogether too limited when its extent and growing importance are taken into account. By the recent modification of the general courses of instruction in the school, the advanced classes will have opportunity to give somewhat more of time and attention to the subject.

GEOLOGY.

By an arrangement with Professor McLouth, I gave instruction to a class in Lithological Geology for a few weeks.

Of this class, as it belongs in his department of instruction, he will make report to you. The class contained about forty members, and was composed of an excellent body of students.

GENERAL OBSERVATIONS.

The work of the classes under my charge, during the year, has generally been of a satisfactory character in all departments of instruction, and fully the usual proportion have passed with credit the required examinations. It is obvious, however, to any one who has observed carefully for a number of years, that the members of the classes in the "Common School Course" are not of equal maturity, and are not, consequently, fitted to profit equally by the same courses of instruction. It is possible that an arrangement by which this class could be divided permanently into two sections would be desirable.

SCHOOL OF PRACTICE.

The Grammar department of this school has enrolled, during the year, 157 pupils, and the Primary department 123.

Deducting 15 counted twice, on account of transfer, the whole number in the school has been 265. The average attendance has been about 200. The number has been limited by the capacity of the accommodations, several applicants being refused admission to the Primary grades because no seats could be furnished them.

Of the members of the Grammar grades 86 were from abroad and 71 from the city and immediate neighborhood. The Primary pupils are naturally drawn almost entirely from Ypsilanti.

Miss Helen Post and Miss Alice Barr have continued to give excellent satisfaction in their positions in the school. The general character of the departments has been fully maintained.

PROPORTION OF PUPIL TEACHING.

The proportion of pupil teaching which may, with safety and advantage to all concerned, be employed in a Practice school, was discussed at some length in my last report. The added observation of another year has served to confirm the opinions there expressed in nearly all respects.

It should, however, be stated that the proportion of pupil teaching may be somewhat increased when the arrangements for supervision are thorough and complete, but under any circumstances some portion of the instruction must be given by regular and experienced teachers.

In no school of practice in the United States have the general discipline and management of the pupils been committed to pupil teachers. For very obvious reasons such a course would be impracticable and disastrous. With even the best attainable supervision, pupil or practice teaching presents some objectionable features. These can be modified and reduced, but can never be wholly overcome. For this reason many eminent educators, and even a few Normal School men earnestly oppose the plan of connecting practice schools of young children with Normal schools.

Prof. Greenough, for several years Principal of the Rhode Island Normal, says, in a paper read before the National Educational Association, "The model [practice] schools in Massachusetts were wisely discontinued, not because the training of the teacher by actual teaching was deemed unimportant, but because such amateur schools tended to work injustice to the children gathered in them."

"Is it just," he says, "to gather children to be used in classes mainly for the purpose of training teachers? Or is it ever the duty even in a training school to make the education of the children the main object? The position taken by those who make affirmative answer to the last question, is the only position, I think, which can be fully sustained."

My own experience and observation lead me to believe that the two objects—the good of the children and the improvement and training of the practice teachers—can both be secured by employing a few regular and superior instructors, and by making suitable provision for oversight and criticism of the pupil-teaching. The proper supervision is a matter of the very highest importance both for the children and the teachers who are in process of training. The course of this discussion naturally suggests a brief consideration of another question.

ARE SCHOOLS OF PRACTICE DESIRABLE?

In the nature of things a school for practice teaching cannot be, in the proper use of terms, a model school. While a model school would be valuable for purposes of observation, it could afford no opportunity to test the ability of Normal students to apply in the actual work of teaching the principles and methods in which they are receiving instruction. It will not be denied that we learn much of the ways and means of doing work by observing how other skilled workmen perform the doing of it; but it will certainly be admitted, by all intelligent men, that we shall become first class artisans much more certainly and in much briefer time by handling the tools and performing the labor ourselves than by even the most prolonged observation alone.

This obvious fact seems to have been accepted by those in charge of the Normal schools of the country, and their arrangements have been made accordingly.

Of twenty-five Normal schools whose organizations I have studied personally by inquiries from their officers, and by an examination of circulars and catalogues, only one professes to sustain a strictly model school. Twenty-one have schools of practice, varying in extent and character from a single primary grade to a complete graded school. Three have neither model nor practice schools.

One can hardly resist the conclusion that the managers of Normal schools generally regard schools of practice as very desirable, judging from the facts just stated.

We have, however, more direct and positive testimony in regard to this question. The Normal section of the National Educational Association, at its meeting in 1873, after discussion unanimously adopted the following resolution:

"That, in the opinion of the Normal section of the National Association, a Practice Department is necessary to the most efficient working of the Normal school."

The deliberate judgment of such a body of men—a judgment based upon careful study of principles and upon protracted observation of practical results—must be entitled to at least candid and attentive consideration in estimating the probable value of Practice schools.

WHAT SHALL THE PRACTICE SCHOOL BE?

In respect to what a Practice school should be in form, organization, and management, considerable diversity of opinion exists even among experienced instructors in Normal schools, and a still wider diversity is found among those who have had no such experience. These varying opinions and the plans which have come from them may be reduced to three:

1. An opinion is entertained by a few that a Normal school itself should be a school of Practice.

One of the advocates of this view says, "A Normal school in much of its working may be made a training school. After the method of teaching a subject, or an object has been considered, the pupils are required to prepare to teach, the Normal teacher furnishing a model by teaching what the pupils cannot, without this aid, suitably prepare.

During the recitation hour, each pupil teaches the topic assigned him, as he has prepared to teach it, to a class of the appropriate grade, in a common school. The other members of the class, during the teaching, take the place of a class of the appropriate grade.

When this work is properly done, the pupil-teacher controls the class, presents the subject or object to be studied, and so directs the attention of the class as to occasion in natural or logical order correct ideas. During the closing part of each recitation hour, or as occasion demands, the class act as critics of each other's teaching under the guidance of the Normal teacher, who is the critic-teacher of the whole exercise. By such training exercises principles are applied, and the pupil has actual practice in teaching.

Some of the advantages of such exercises over those in which the pupils are young children, are: Each pupil can have opportunity to make practical application of principles in close connection with the teaching of principles,—time is saved, the time that the Normal pupil must spend in teaching a topic being determined by his own needs and not by that of a class,—the criticism is thorough, and each member of the class receives its full benefit,—and the class in whose presence the teaching is given, is not injured, but it is often aided by the mistakes of the pupil teaching. A Normal school in which this work is thoroughly done is a training as well as a Normal school."

This method of securing practice teaching is of great practical value, and is employed, to a greater or less extent, I presume, in all Normal schools. But even the writer from whom the above quotation is taken, does not conclude that such teaching meets all the demands for practice on the part of Normal students.

2. A few persons urge, with much earnestness, that an ordinary graded public school is the only proper school for observation and practice.

A writer advocating this view says, "A training [practice] school should introduce those who have completed a course at a Normal school to the public schools of a community. It should therefore be a public school, organized and supervised by the school board of the town or city in which the school is located."

This plan has much to commend it, but our own experience and the experience of other Normal schools have proved to the entire satisfaction of all who are influenced by facts rather than theories, that the practice school must be under the same control as the Normal school itself.

3. Most of those who have had experience of the every-day workings of Normal and practice schools, are agreed that the school of training or practice should be directly connected with the Normal school, and should be under the same board of managers. The more complete this school can be made the better it will be both for observation and practice.

If the attendance is voluntary, as with us, no ground can exist for complaint against pupil-teaching.

SUPERVISION OF PUPIL-TEACHING.

It is of the very highest importance that the work of pupil teachers be properly supervised and criticised. Without such supervision much of its value is lost to the teacher, and positive harm may be done to the children. It will be remembered that the Faculty approved a recommended plan by which each Normal teacher is to supervise the work of pupil-teachers in the branches of study under his or her charge.

In theory this method is doubtless correct, and if the time of teachers was not too much occupied by other imperative duties it would probably prove efficient in practice. As circumstances are, the results thus far attained are only moderately satisfactory. Some members of the Faculty have rendered

very valuable service in this matter during the year; others have been so fully occupied with usual labors that they have found it impossible to give attention to this additional duty.

During the next year an effort will be made to secure additional supervision in some departments by allowing the regular teachers in the school of practice to bestow more of their time upon this work and less upon the work of teaching classes personally.

It is exceedingly desirable that the daily programme of recitations and lectures shall be so modified, if possible, that more time can be given to the supervision and criticism of pupil-teaching.

All of which is most respectfully submitted,

DANIEL PUTNAM.

DEPARTMENT OF PHYSICAL AND NATURAL SCIENCES.

REPORT FOR 1876-7.

To the Principal of the State Normal School:

DEAR SIR,—I beg leave to present to you my report of the work done in the Department of Physical and Natural Sciences for the year 1876-7.

During the year instruction has been given in the following studies: Natural Philosophy, Chemistry, Physical Geography, Astronomy, Geology, Physiology and Hygiene, and in practical laboratory work.

The following is a tabular statement of the number of students in each branch:

	No. Enrolled.	No. Passed.
Natural Philosophy.....	112	83
Chemistry.....	33	27
Physical Geography.....	43	39
Astronomy.....	26	24
Geology.....	53	30
Physiology.....	95	70
Laboratory Practice.....	52	52

The year past has been, upon the whole, an uneventful one. The interest and the success of the pupils in their work have been about as in preceding years. One noticeable feature of the year's work, however, was the fact that a very much greater number of students than ever before were able to take the exclusively professional course in this department. This was possible by reason of there being an attendance at the school during the year of many more "diploma" students, or those who were graduates of the public high schools or of other institutions of the State. The work of these students was for the most part, such a course in laboratory practice as seemed most likely to fit them to teach by the experimental method. Many of these students were also afforded some opportunity to teach under advice and supervision the branches of this department either to lower classes in the Normal School, who were studying the subject matter, or to classes of younger pupils from the Experimental School. This practice work and this practice-teaching were both, in

most cases, well done, and the expectation, not to say the hope, is entertained that as the public schools send up each year more and more pupils with high grades of scholarship, the instruction in this department may be made more exclusively of that special kind that is calculated to fit students for their special work of teaching. Indeed, the opinion is quite confidently entertained that if the work of this department were now made to be more of this special kind, more students would come who are prepared to take it. At all events it is in this direction that the times indicate room for progress. There are many schools in the State where Natural Philosophy and Chemistry are well taught; but there are few or none that can or do furnish the facilities for such personal experimental work as all teachers need who are to instruct in these branches. To do this work, however, to the extent that is now or will soon be demanded, and in a successful manner, much more laboratory room is required and fuller laboratory equipments. The first of these will be furnished in the new building now being erected, and the other it is hoped will be forthcoming.

It may not be amiss to mention the fact, well known to yourself, that for three or four years classes, made up mostly of teachers, have been instructed during the summer vacations. This work has been almost exclusively of that practical kind needed by teachers; and it is a pleasure to be able to report that these classes are growing larger and are each year made up more and more of teachers of considerable experience, who, employed during term time in their own schools, seek this means of better fitting themselves for their work in the branches of this department.

In conclusion, I am happy to be able to state that my work for the past year has been an exceedingly pleasant, and I trust, a successful one. In it always the thought has been kept uppermost that those taught are to become teachers. To this end all has been made to bend, and in this work I thank you for the hearty coöperation and support you have given.

Very respectfully,

LEWIS McLOUTH,
Professor of the Physical and Natural Sciences.

December 1, 1877.

DEPARTMENT OF ANCIENT LANGUAGES.

Prof. J. Estabrook, Principal:

Dear Sir,—The work in this department for the past year has differed so little from that described in my last report, that an extended account of it at this time, seems unnecessary. Such slight changes only have been made in the methods of teaching as increased experience and the progress of knowledge have suggested.

As the students enter upon this department of their work in the school with no knowledge of even the rudiments of these languages, much of what might be termed *academic* work must be done. The student must have the *what* before he is prepared for the *how* or the *why*.

Now, in this department, we seek to lay well the foundation for a *thorough* and accurate knowledge of these languages, and, at the same time, to present

the students with the best methods for pursuing the study of them by himself, and for teaching them successfully.

The latter object is kept prominently before the mind of the students during their entire course. Each and every lesson is prepared by the students with a view to teaching it. But as the student must first clearly understand the subject before he can teach it, many questions are propounded in the recitation, with a view to ascertaining the thoroughness and accuracy of the preparation of the lesson, as well as the method of presenting the subject, and any errors or defects in either are carefully corrected or supplied by the members of the class or the teacher.

In short, the *matter* and the method go hand in hand. Sometimes a recitation will be devoted entirely to a proper understanding of the subject matter, and again it will be purely on the method of teaching a given subject.

Such, in brief, is the general character of the work done and the objects aimed at in this department, and such, it seems to us, must continue to be the general character of the work in this, as well as the other departments of this school, until the coming of that period, "yet hidden in the womb of time," when the graduates from our best High schools, or, perhaps, from our colleges or University, shall form the body of the students in our Normal School.

There has been the regular number of seven classes in Latin and Greek during the entire year. After the Holiday Recess, one irregular of 28 was started in Latin, and placed in charge of a member of the Senior class.

I gave instruction to six classes each day during the first half of the year, and during the latter half of the year to seven classes each day. Mr. W. W. Stockly taught one class in Latin during the entire year, and did excellent work.

There were 116 in attendance upon the classes in Latin, and 38 in Greek. At the last Commencement 12 graduated from the full classical course and 2 in Latin, several of whom were engaged to teach before they graduated.

The authors read and text-books used were the same as those of the previous year, except that the Senior class read Cicero's *De Annicitia* in addition to the work prescribed in the Catalogue.

I cannot, in justice to myself, close this report without an allusion to the *painful* stricture made on the teaching in this department by the Visiting Committee of last year. Perhaps all that needs to be said in this connection, is simply to state the fact that two of the members of said committee spent about *fifteen minutes*, near the close of a recitation, in the examination of this department and arriving at their conclusion. The third member of the committee did not visit the department at all.

J. P. VROMAN.

REPORT OF THE DEPARTMENT OF MODERN LANGUAGES.

Prof. J. Estabrook, Principal:

DEAR SIR,—I herewith submit my report of the Department of Modern Languages for the year 1876-77:

The usual number of classes in German and French recited during the year,

each class accomplishing on the whole, the work laid out in the catalogue. Most of the classes were well attended, and I can only express my entire satisfaction with the interest shown and the progress made by a great majority of the students.

The classes of beginners were, to a great extent, taught by members of the graduating class, in my presence.

As the lowest classes are usually large, it will be of advantage, both to the beginners and to the pupil-teachers, to form several sections of the same grade; this arrangement I shall be able to make as soon as the new building, with its ample accommodations, will be ready for use.

Besides the practice in teaching classes of a lower grade than their own, the members of the senior class derived considerable benefit from exegetical exercises connected with their own reading lessons; and a short course of lectures on the most important methods of teaching languages, given to them toward the close of the year, it is hoped, will enable them to judge of the merits of such methods and guard them against adopting, without sufficient consideration, so-called new methods, most of which have, indeed, a history not generally known perhaps, but nevertheless recorded for the benefit of those who will consult it.

Although convinced that persons who study languages with a view to teaching them, cannot well dispense with a systematic course of instruction, I did not neglect, in my classes, the practical use of the languages in conversation and writing.

In the senior class of 1876-77, the proportion of graduates from other schools, admitted on their diplomas, to students of the regular course, was 3 to 5 in German, and 5 to 6 in French. (In the present year the senior class is made up as follows: German, 5 diploma students, 5 in regular course; French, 7 diploma students, 7 in regular course.)

In conclusion, allow me to suggest that it would be a great convenience and help to the advanced classes, if my class-room were partly furnished with desks or with recitation seats provided with some arrangement for writing; this would enable me to make dictation-exercises,—a very effective means of learning to understand foreign languages,—a more prominent feature of instruction. If this suggestion meets with your approval, I should be under great obligations to you, if you would use your influence with the Board of Education to secure for my class-room writing accommodations for 20 or 24 pupils.

Very respectfully yours,

A. LODEMAN.

GEOGRAPHY, LITERATURE, AND DRAWING.

YPSILANTI, Dec. 13, 1877.

Prof. J. Estabrook, Principal Michigan State Normal School:

DEAR SIR,—In the regular class-work of my department there has been no change during the last year demanding a report. The number receiving instruction has varied little from previous years: the text-books are the same, and the methods of teaching not materially different.

In addition to the work of other years, I have attempted to direct the teaching in the studies of my department in the Training School. There is much that is interesting and encouraging in this, but there are still many difficulties in the way of success in carrying out the new system of supervision.

I would like to express to the Board of Education, through you, my pleasure in being relieved from Drawing, that I may have more time to devote to English studies. I trust they will find the change thoroughly satisfactory in its results.

I desire the privilege of making some change of text-book in U. S. History. As our course of study now is, it is difficult to find a book adapted to our wants. I am now trying Barnes', but am not satisfied, find it not perfectly reliable, but have not settled on one that seems better. Shall be glad of suggestions in this direction.

Yours very respectfully,

ANNA M. CUTCHEON.

REPORT OF VISITORS.

Honorable Horace S. Tarbell, Sup't of Public Instruction,

SIR:—Your committee for 1876-7 did not receive their appointment till February 1877. One half of the school year having already expired there was not that opportunity for examination which an appointment covering the full year would have given.

The committee, by sections, made three visits to the Normal, and beg leave to report as follows:

1. The school appears to be well conducted in all its departments. The evident aim of the instructors is thoroughness; good feeling seemed everywhere to prevail between teachers and taught, and great freedom of movement and expression were exhibited—all of which indicated the proper conditions for successful school work.

2. The classes which seemed, to your committee, to deserve especial mention for the manner in which their instruction was made to bear upon the work of common schools, were those in penmanship, vocal music, and arithmetic.

3. One of the committee who attended the two previous commencements was present at the graduating exercises in June. These exercises showed an advance in the matter of English culture—fewer words were mispronounced, and the style of composition and the delivery were better.

4. One of the visits was made during the session of the Legislature, while the appropriations were under consideration; some of the Professors were very much disturbed by the attitude of the Legislature, and the excitement was communicated to some extent to the students. This may be an inseparable accompaniment of making the school a legislative football, but it is nevertheless a misfortune. Can the board of education devise a remedy?

5. The Normal School question seems still to be an open one. It does not appear to be at all clear to the minds of the people of Michigan that there are any special reasons for a Normal School; that it does any specific work which shows itself in the schools of the State in any marked way above that of institutions of learning which make no pretensions to normal instruction. It

would seem as if the work of twenty-five years should have woven the results of this school into the very structure and life of our school system, and intrenched it in the necessities and affections of the people; but that such is not the case is evident to the most casual observer. Your committee have given this subject such attention as they were able, and would present the following as the result of their reflections:

The School is conducted too much as an academy. A person prominently connected with the Normal remarked to one of the committee that in his judgment they had a *very good school*. This the committee saw no reason to doubt; everything betokened an able administration of the trust in the direction of the plan adopted. But how about the plan—does it meet the requirements of the case? It is always pertinent to inquire concerning any public institution if it fulfills the purpose of its existence. There are in the State of Michigan something over 9,000 teachers; it is estimated that between 3,000 and 4,000 new ones are needed every year to supply the places of those who leave the ranks. The Normal annually graduates from 60 to 70; it is thus seen how small a proportion of the teachers of the State are likely to be Normal graduates. The number of under-graduates ranges from 300 to 400, many of whom go out to teach every year. The regular Normal courses of study extend through three and four years and cover the same ground, but extend in some branches somewhat beyond the average high school course. Pupils are expected to take a full line of studies, and pursue them as they would in other institutions; *i. e.*: they pass over a regular academic or high school course. In addition to the above they receive lectures on pedagogy, have their attention directed to works on education, and do a limited amount of practice-teaching in the model school.

Knowledge of teaching can be imparted in two ways,—first by precept, second by example; the one supposes a science of education, the other the art only, and considers it something to be learned by imitation and practice. No pupil can recite to a thorough teacher without becoming possessed of his spirit and methods, and if called to the position of teacher will naturally fall into the ways of his instructor. If a Normal school devotes itself largely to academic instruction, the real methods inculcated—no matter what the lectures and readings may be—will be academic, and the aim of the pupils will be to give academic instruction; but the great need of the State is not so much for instructors in high school branches, as for well trained teachers in the common schools. Teachers for the higher schools will be supplied in sufficient numbers from the colleges and the University, and the ambitious members of the profession who work up from below. Indeed, it is claimed by some that the Normal cannot, from the nature of the case, prepare for the higher positions; that its course of study is not sufficiently extensive to give the requisite culture and scholarship; that its graduates, who have pursued a course of study scarcely beyond the average high school course, cannot, in the interests of sound education, at once assume the principalships of our larger village schools, or of high schools; that no one is fitted for such positions with anything short of a college education. It is generally admitted that a grammar school education does not qualify to teach a grammar school; so, it is argued, a high school culture, or a normal training whose academic features cover only about the same ground, does not prepare for such advanced posts as principals and teachers of the higher schools. It is held by some that no especial normal training is necessary for these positions; that if a person has good native sense, vigor, and sound scholarship, he will succeed as well without as with the limited

knowledge of pedagogy that is gained from lectures on methods and the reading of a few books on the subject; that manhood, scholarship, and culture are the winning factors; in fine, that if a man has gumption enough for such a position he will succeed if he has education enough, especially if this was acquired in a good school under good instructors. Without entering into this discussion any further than to remark that we thoroughly believe in a philosophy of education and recognize the importance of a proper normal training, we pass to the consideration of primary schools. The methods of the academy do not apply here; no one can give this subject even cursory examination without perceiving the necessity for the special training of teachers. The laws of mental growth, the order of the development of the faculties, the proper methods of instruction and government, demand and should receive careful attention. But knowledge alone will not make a teacher, there must also be an aptness to teach and an ability to govern a school. In our judgment the chief business of a normal school should be to graft on to native ability and acquired culture the best methods of teaching and governing. It should not spend its strength giving instruction in branches which are well taught in high schools and colleges all over the State, nor weary the patience of its friends and exhaust its resources and opportunities endeavoring to expand itself into a University. A normal school should chiefly look to other schools for academic work. If it be urged that the Normal must do the work of an academy in order to prepare its pupils for their professional studies, it is sufficient to say that whatever may have been the need heretofore, when there were but few advanced schools in the State, this cannot be the case now when Michigan boasts 300 graded schools,—most of them with high school departments,—six academies and seminaries, eight colleges, and one University.

Your committee are of the opinion that the educational interests of the State would be subserved by a reorganization of the Normal School on some such basis as this:

Let there be arranged three or four courses of professional instruction suited to the capacities and varied scholarship of the pupils who come to the Normal—none being admitted who cannot pass a creditable examination for a third grade certificate; there should properly be courses for those gaining third grades, and for those entitled to higher certificates, for high school graduates, and for those who have pursued a college course. The length of these courses should be one school year; it certainly is poor economy for the State to spend four years educating teachers who remain in the business on an average scarcely three years. In addition to the professional work, which should be based somewhat upon reviews of the common branches, a special kindergarten course should be arranged, and systematic instruction in penmanship, drawing, and vocal music should be given to all.

But a normal school should do more than impart normal instruction—it *should sift its pupils*. Its diploma should be a guaranty that the possessor can properly teach and manage a school; no failures on the part of its graduates should occur to cripple the institution by breeding doubts as to its utility and creating an unfavorable public opinion. The schools of observation and practice should be made so much of that every pupil should be obliged to demonstrate therein a knowledge of approved modern methods, aptness to teach and ability to manage,—and no diploma should be given till this is satisfactorily shown; and should it become evident that a pupil does not possess these qualifications, nor the capacity to acquire them, he should in mercy to the schools of the State be excused from further attendance. Nor should this be sparingly

done; the children of the commonwealth are entitled to this protection. A practice department is one of the most valuable adjuncts of a normal; it emphasizes and clinches the specific work of the school. Here pupils should see the best methods in actual use, and should be trained to observe and criticize; here they should put in practice what they learn in the normal proper of the principles underlying all instruction. But mere class-room teaching for an hour a day for a short time cannot sufficiently test pupils; they should be placed in charge of a room in all respects a regular school. We are aware that this is hardly feasible under the present arrangement, and the question arises, Is any other practicable?

By correspondence with the Oswego Normal and Training School of N. Y., we learn that one of the public schools of that city, having an average enrollment of 350 pupils, is used as a school of observation and practice—the school being under the control of the city, but the teaching being done by members of the Normal classes. We would suggest that an effort be made to establish some such relation between the Normal and the public schools of Ypsilanti.

It has been repeatedly demonstrated that a critic-teacher can take charge of two ordinary school rooms and so supervise the teaching of normal pupils that the work of the rooms shall be kept up to standard in all respects. This, or something like it, is the plan on which most training schools are conducted.

The public schools of Ypsilanti are composed below the high school, of some 640 pupils under the charge of 16 teachers, giving an average of 40 pupils to each teacher. These grade-teachers receive \$6,000 per year, or an average salary of \$376. Suppose the city should employ about half this number of grade-teachers, but should expend the same amount in salaries. We all know money will procure first-class talent, and there could thus be secured for critic-teachers—one for every two rooms—those of proved first-class ability. To enable the critic-teachers to properly run their rooms and give their time chiefly to supervising, would require that 32 pupils from the Normal be daily employed—one-half in the forenoon, and one-half in the afternoon; and if an equal number were detailed as a corps of observation and criticism, 64 would be regularly and profitably engaged. The divisions could be changed from forenoon to afternoon, or *vice versa*, or new divisions put in as might be found desirable or expedient. Pupil-teachers could be passed from grade to grade, thereby gaining experience in various positions and undergoing a real test of their ability to manage and instruct. In order to the above the Ypsilanti schools would need to be first-class in every respect. They should be graded as closely and perfectly as possible, and be thoroughly equipped with modern apparatus and appliances; the instruction should be according to the best methods and should include vocal music, drawing, and systematic penmanship; pupil-teachers should be required to govern rooms and thoroughly perform every portion of the daily duties, even to the making out of reports; the superintendent should be in accord with the Normal Faculty, and to this end it would be well that, although paid in whole or in part by the city, he should be appointed by both the city and State Boards of Education, and be recognized as a member of the Normal Faculty. He would naturally be in sympathy with the common schools of the State and would thoroughly appreciate their needs. The high school should not be included in this relation; experience in academic instruction could be gained in the work of normal classes. While this plan would be to some extent experimental it should not be entered upon for a shorter period than from three to five years, as it should have that thorough trial which arrangement for a definite time would secure.

We understand that a connection was at one time made between the Normal and the Ypsilanti public schools; but unfortunately it was limited to the high school, and so aggravated the evils which such a relation should diminish—namely: the tendency to excessive academic instruction; and did not afford opportunity for practice teaching.

Under such a scheme the Normal would each year send out a corps of trained workers who would enter upon their labors with the confidence that belongs to assured preparation. Her graduates would not wait for positions nor find their first work in overcoming a prejudice against normal students; but, possessed of a happy combination of theory and practical skill, would be eagerly sought after by city Boards of Education for the inspiration their word and work would bring to their teaching corps, and by the country districts for the introduction of the best city methods into the rural schools.

This committee have faith to believe that in some such way as we have outlined, our Normal School might be made the model Normal of the continent.

Respectfully submitted,

AUSTIN GEORGE,
SAMUEL JOHNSON,
T. B. WOODWORTH,
Visitors.

FINANCIAL STATEMENT.

STATE BOARD OF EDUCATION IN ACCOUNT WITH EDGAR REXFORD, TREASURER.

Prof. J. Estabrook, salary, 10 months.....	\$2,500 00
Prof. Daniel Putnam, salary, 10 months.....	2,250 00
Prof. C. F. R. Bellows, salary, 10 months.....	2,000 00
Prof. Lewis McLouth, salary, 10 months.....	2,000 00
Prof. F. H. Pease, salary, 10 months.....	2,000 00
Prof. A. Lodeman, salary, 10 months.....	2,000 00
Prof. J. P. Vroman, salary, 10 months.....	2,000 00
Prof. Wm. Warren, salary, 12 weeks.....	450 00
Miss Ruth Hoppin, salary, 10 months.....	1,000 00
Miss Mary Rice, salary, 10 months.....	900 00
Miss Anna M. Cutcheon, salary, 10 months.....	800 00
Miss Helen M. Post, salary, 10 months.....	600 00
Miss Alice Barr, salary, 10 months.....	500 00
W. W. Stockley, salary, 10 months.....	200 00
Henry McPherson, janitor, salary, 12 months.....	540 00
	<hr/> \$19,740 00

1876.	No. of Voucher.	To whom paid.	Amount.
Sept. 25.	1.	Babcock & Harris, soap and rope.....	\$1 45
" 25.	2.	Babcock & Harris, water-lime and cartage.....	3 55
Oct. 13.	3.	Homer Briggs, freight and cartage.....	13 03
" 20.	4.	L. Thompson, repairing furnaces.....	5 94
" 24.	5.	Z. Shaw, lime and cartage.....	1 30
" 24.	6.	A. B. Wines, building cold-air flues.....	7 87
" 13.	7.	J. Larzelere, 1 load sand.....	1 00
" 1.	8.	E. B. Smith & Co., books.....	22 90
" 26.	9.	John R. Ketchum, building cold-air flues.....	16 87
Nov. 30.	10.	Ypsilanti Gas Light Co., 21,600 ft. gas, \$3.00 per M.....	64 80
Dec. 1.	11.	McElcheran & McAndrew, furniture and repairing.....	33 00
" 19.	12.	Frank Smith, chemicals, stationery, chalk, etc., etc.....	27 49

PUBLIC INSTRUCTION.

1876.	No. of Voucher.	To whom paid.	Amount.
Dec. 19.	13.	C. Spencer, stamps and envelopes.....	\$2 46
" 19.	14.	Drury & Taylor, nails and screws.....	2 40
Oct. 6.	15.	Wallace & Clark, repairing furniture.....	2 70
Dec. 18.	16.	E. Sampson, chalk, pens, etc., etc.....	16 40
Oct. 27.	17.	Fuller, Warren & Co., furnace castings and putting same in..	233 62
Dec. 18.	18.	Bickford & Camp, hardware.....	8 82
Nov. 24.	19.	Parsons Brothers, lumber.....	30 09
Dec. 19.	20.	W. D. Green, zinc and copper for battery.....	9 50
Nov. 27.	21.	O. F. Thompson, paint and varnish.....	8 49
Dec. 19.	22.	W. J. Baxter, attending meetings of Board.....	20 40
" 19.	23.	Edward Dorsch, " " ".....	9 40
" 19.	24.	D. B. Briggs, " " ".....	22 30
" 19.	25.	Edgar Rexford, " " ".....	3 40
" 31.	26.	Pay roll, 3 months (shown in salary account).	
1877.			
Jan. 8.	27.	J. E. Childs, 12 cords green wood.....	48 00
" 4.	28.	E. A. Strong, 20 " " ".....	80 00
" 18.	29.	Geo. W. Jarvis, 49 cords dry wood.....	220 50
Feb. 28.	30.	Pay roll, 2 months (shown in salary account).	
Mar. 24.	31.	C. N. Lowe, 50 cords green wood.....	200 00
" 24.	32.	J. E. Childs, 40 " " ".....	160 00
" 24.	33.	Gustavus Phelps, 34 cords green wood.....	136 00
" 24.	34.	Geo. W. Jarvis, 25 " " ".....	100 00
" 21.	35.	American Express, express charges.....	1 00
" 2.	36.	Charles Woodruff & Son, 1,000 certificates.....	4 00
Feb. 13.	37.	S. H. Dodge, repairing clocks.....	2 50
Mar. 22.	38.	E. Sampson, picture frame and cord.....	3 00
" 20.	39.	Henry McPherson, drawing 3 loads water.....	3 00
Feb. 20.	40.	Henry McPherson, sawing 33 cords wood.....	11 55
Mar. 22.	41.	John Lawrence, " 48 " ".....	16 80
" 24.	42.	Bickford & Camp, hardware.....	10 72
" 24.	43.	Frank Smith, chemicals, stationery, etc., etc.....	34 67
" 10.	44.	F. W. Cleveland, timbers for basement.....	2 00
" 24.	45.	Charles Densmore, 25 cords green wood.....	100 00
" 24.	46.	Lewis McLouth, expenses to Lansing.....	13 35
" 24.	47.	Lewis McLouth, chemicals.....	14 55
" 24.	48.	E. R. Forsyth, brooms.....	11 00
" 31.	49.	Pay roll, 1 month (shown in salary account).	
Apr. 20.	50.	Williams & Eaton, judgment and costs.....	613 10
" 20.	51.	Beakes & Cutcheon, attorney fee and paid witnesses.....	148 35
" 6.	52.	Edgar Rexford, paid witnesses.....	3 65
May 23.	53.	Joseph Harvey, sawing 150% cords wood.....	52 80
June 25.	54.	Henry McPherson, sundries.....	12 67
May 31.	55.	Detroit Tribune, advertising in Almanac.....	10 00
June 25.	56.	Farrand, Williams & Co., chemicals.....	2 15
" 22.	57.	Edson, Moore & Co., ribbon for diplomas.....	13 35
" 25.	58.	Drury & Taylor, 1 measuring tape.....	50
" 23.	59.	S. H. Dodge, repairing clocks.....	4 00
" 25.	60.	Frank Smith, chemicals, etc.....	4 86
" 23.	61.	Stevens & Dolson, hardware.....	10 41
" 5.	62.	Daniel Putnam, sundries.....	20 00
" 23.	63.	C. Spencer, stamps and envelopes.....	6 21
" 25.	64.	W. W. Stockley, filling out diplomas.....	18 80
" 7.	65.	Ypsilanti Gas Light Co., 30,800 ft. gas.....	92 40
" 25.	66.	C. R. Pattison, printing catalogues, etc.....	135 55
" 14.	67.	W. Hewitt, tuning piano and organ.....	8 00
" 20.	68.	R. C. Hayton, locks and keys.....	1 00
" 25.	69.	W. J. Baxter, attending meetings of Board.....	30 00
" 25.	70.	H. S. Tarbell, " " ".....	69 37
" 26.	71.	Edward Dorsch, " " ".....	10 40
" 25.	72.	Edgar Rexford, " " ".....	62 05
" 30.	73.	Pay roll, 3 months (shown in salary account).	
" 28.	74.	Detroit Free Press Co., advertising for plans.....	2 75
" 28.	75.	Detroit Post Co., advertising for plans.....	2 75
" 27.	76.	Detroit Tribune Co., advertising for plans.....	2 80

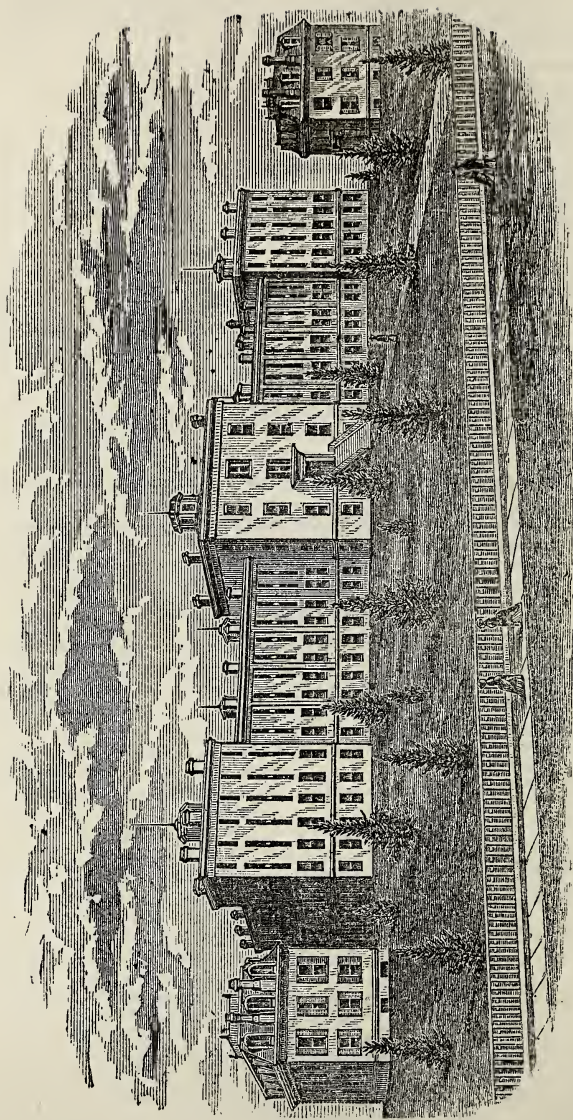
49

Disbursements for year ending Sept. 30th, 1877.....	\$23,967 83
---	-------------

Sept. 30. 1877.	Reimbursed to Treasurer Normal School.....	\$133 92
Sept. 30.	Current expenses as per vouchers surrendered.....	23,967 83
" 30.	Balance to new account.....	117 25
		<hr/>
		\$24,219 00

Oct. 11.	By cash from State Treasurer.....	\$2,000 00
Nov. 15.	“ “ “ “	5,000 00
Dec. 31.	“ “ tuition.....	1,587 00
1877.		
Feb. 3.	By cash from State Treasurer.....	3,000 00
Mar. 24.	“ “ “ “	4,300 00
Apr. 21.	“ “ “ “	7,000 00
June 30.	“ “ tuition.....	1,332 00
		<u>\$24,219 00</u>

7



STATE REFORM SCHOOL.

STATE REFORM SCHOOL.

REPORT OF THE BOARD OF CONTROL.

To the Superintendent of Public Instruction of the State of Michigan :

SIR:—The members of the present Board entered upon the discharge of their duties as follows:

E. H. Davis, re-appointed in 1875, term expires January 1, 1881.

D. B. Hale, appointed in 1877, term expires January 1, 1883.

Sylvester Larned, appointed in 1877, term expires January 1, 1879.

Mr. Davis has been connected with the Board since 1873. Mr. Larned served upon the Board, and as its Chairman in 1861, until the war withdrew him from the board. Mr. Hale, at the first meeting of the present board in June last, was elected its Secretary. Mr. Davis was at the same time elected Treasurer, and Mr. Larned to his old position as Chairman.

Frank M. Howe has performed the duties of Superintendent since April, 1875.

The number of boys now in the institution is 262.

During the past year the health of our boys has been excellent, and there are at present no patients in the hospital.

The number of boys received during the year is 123, and the number discharged during the same time is 103. We have lost one boy by death.

We have six school grades—

In the first grade we have 63 boys.

In the second grade we have 54 boys.

In the third grade we have 47 boys.

In the fourth grade we have 39 boys.

In the fifth grade we have 31 boys.

In the sixth grade we have 28 boys.

These grades are determined by scholarship and general deportment.

During the year we have had no escapes, although our boys are our only janitors, while of those who have been honorably discharged four have returned and asked to be received back to the Christian home, which has sheltered them and kept them hid away from the evil chances and temptations of life.

The Board in the month of August last, upon the recommendation of ex-Governor Bagley (a name that is a household word to our boys) and of the Board for the general supervision of charitable, penal, pauper and reformatory

institutions, adopted military drill and instruction as a part of their educational system. During the two months of that instruction under the charge of Messrs. Waters and Thompson, the boys have made such commendable advance in the drill and manual that their proficiency and soldierly bearing have been highly commended.

At a recent visit to the institution by Gov. Charles M. Crosswell and the State Military Board, who witnessed the drill of our boys, their judgment, as indicated by the following printed opinion of our esteemed Adjutant General John Robertson, we embody as the best commentary upon the usefulness of drill instruction and discipline in the school:

"Reform in our State institutions for the care of offenders is unmistakably on the advance, and is doing much to strengthen the confidence of its friends that it is not impracticable when judiciously applied, and a visit to the Reform School at Lansing will go far in bearing witnesses for the fact. Formerly a close high fence, unpainted and gloomy in aspect, enclosed the recreation yard of that institution, rendering the outlook anything but pleasing to the eye, while the ground seemed more or less neglected; now a neat open picket fence, white and cheerful, is there, and portions of the yard not used are sodded and covered with well trimmed grass, presenting the appearance of a well-cared-for lawn. The buildings have been much improved outwardly, most of the window bars, door bolts and locks have been removed, while the front lawn is in good order and sufficiently shaded with a healthy growth of maple and other trees. The interior of the buildings is remarkably neat and clean, with evergreens and flowers placed thickly around, making the apartments pleasing and home-like, forcibly indicating that some one of taste has been at work.

"The institution has always been creditably managed, with a care for the boys, their education, and a desire to inculcate industrious and moral habits; but not until recently has there been so strong an effort made to refine their tastes, strengthen their self-respect, and give them more confidence in their manhood, and at the same time securing more ready obedience to the rules, and an improvement in their conduct generally, while their liberty has been enlarged. This, in addition to the beneficial change in their surroundings, is in a measure materially advanced by the introduction of military exercises as a permanent portion of instruction, which is not only valuable but is an enjoyable recreation, and at the same time presenting an anomaly in the care of persons under restraint of this kind, by placing in the hands of these boys, ranging from 12 to 18 years of age, serviceable State arms, and teaching them their use by daily drills and parades.

"A strong point in this liberal policy is the fact that the escapes from the schools at Lansing have been reduced from eight or ten to one or two per year. On the whole the charge and management reflects credit on all connected with it.

"A recent visit by the State Military Board to the school was made the occasion for bringing out the boys for drill, in which they acquitted themselves most creditably in view of the time they had been under instruction. They number about 270, and are divided into companies, with their complement of officers and non-commissioned officers, and, aside from their school uniform, have a very neat military uniform of dark blue jacket and cap, with gray pantaloons, all made up by inmates of the institution.

"It must strike the thinker at once that these reformatory schools for boys could be made sources of military instruction to a large class not otherwise reached, and at a very trifling additional expense perhaps; and while the system would be of importance and value in a military point of view, it would add much in aid of the discipline of the institutions themselves, and at the same time could be made a source of rewards for good conduct and ability in the distribution of appointments and promotions of officers and non-commissioned officers in the companies.

"A valuable feature in the military instruction of these schools would be the absolute power of enforcing prompt and complete obedience to orders in all that pertains to it; hence, all that they require to make them valuable to the State is the effort, with competent instructors, which should be a required qualification in some officer of the institutions."

We expect good results from this addition to our educational system. Military instruction teaches erect position, manly bearing, expansion of the chest,

quick, unquestioning obedience, and that rule of life expressed in the axiom, "He is not fit to command who has not first learned to obey."

Its moral aspect exceeds even its physical benefits,—it inculcates self-respect.

This school is commanding increased confidence, because it proceeds on constant appeals to the good instincts and loving natures implanted in our boys.

We open our doors and all desire to escape therefrom passes away,—when within them there are loving words and kind acts that compel the gratitude of these children of sorrow and of crime.

The Board believes it has struck the key-note to all solid future success in reforming our boys by adopting as its rule of action, "good in all and none all good."

Our corps of teachers is six. Of these we have two male and four female teachers.

In our lower grades, and with our younger boys we approve of female teachers. Their methods are kinder,—their very presence and their gentle winning ways are to the little boys memories of mother and sister and home.

The Board desire earnestly to recommend an appropriation to erect two more cottages. At our present rate of increase we shall have no room to accommodate pupils after January 1st, 1878. Already we are over-crowded.

The health and morals of our boys require the adoption in the future of the "family system," already invariably being adopted in Europe. The family is God's best method of inculcating lessons of morality and religion. In the family all the blessings of home culture are best advanced. The nearer we can approach in our reformatories to the "family," the more completely shall we attain to our ideal of a true Christian home.

The rapid growth of our State, together with the present depressions and stringencies, remind us that "poverty breeds crime." We ask, therefore, thus early of the Legislature, to grant us such an appropriation as will enable us to provide for a school of five hundred boys,—a limit that will be reached before many years have elapsed.

The Board refer with satisfaction to the material and moral progress of the past year in this institution. While our industries have not been as lucrative as in "the years of plenty," we are doing better work in the chair department than is done elsewhere in the West.

The farm has been abundantly fruitful, and we have a good store of earth's bounties for the winter.

We have an abundant supply of pure water from our artesian well.

Our school, in all its varied departments has made good progress.

This advance is due largely to our Superintendent, who has been unceasing in his watchful care of the high trusts committed to him. He rules by the "Golden Rule." The boys love him, and in all proper ways testify their affection for him. Their cheerful, happy faces—their boyish pastimes and sports—their elation when the drill hour comes—their prompt, intelligent answers and attention in school and chapel—their love of their work and their love for their *Home—their only home to most*, all attest how a beneficent charity is best furthered by a faithful, Christian teacher.

SYLVESTER LARNED,
E. H. DAVIS,
D. B. HALE,

Board of Control.

REPORT OF THE TREASURER.

TREASURER DEBIT.

1876.		
Oct. 1.	To cash in bank as per report.....	\$915 01
	cash received from State Treasurer account current	
	expenses for last two quarters of 1876.....	12,500 00
	cash received from State Treasurer account current	
	expenses for first three quarters of 1877.....	19,875 00
	cash received for chair work done previous to fiscal	
	year.....	2,443 19
	cash received for chair work done during fiscal year..	3,840 42
	cash received from the following sources:	
	sale of farm stock.....	211 80
	sale of provisions.....	178 57
	“ strawberries.....	171 30
	interest on deposits, etc.....	163 11
	visitors' entrance fees.....	118 80
	Gov. Bagley for Christmas dinner.....	40 00
	sale of clothing.....	4 32
	“ old pipe.....	4 00
	overpaid voucher refunded.....	2 00
		<hr/> \$40,467 52

TREASURER CREDIT.

By the following vouchers surrendered to the Auditor General:

1876.		
Oct. 31.	No. 1, Current expenses.....	\$2,662 04
	“ 2, Special Building.....	517 29
Nov. 29.	“ 3, Current expenses.....	4,285 07
Dec. 30.	“ 4, Current expenses.....	3,744 66
	“ 5, Library and Literature.....	58 90
1877.		
Jan. 31.	“ 6, Current expenses.....	4,267 70
	“ 7, Library and Literature.....	43 40
Feb. 28.	“ 8, Current expenses.....	2,853 91
	“ 9, Library and Literature.....	57 50
Mar. 31.	“ 10, Current expenses.....	3,621 68
Apr. 30.	“ 11, “.....	2,147 21
May 31.	“ 12, “.....	3,182 91
June 30.	“ 13, “.....	3,076 12
July 31.	“ 14, “.....	2,403 13
Aug. 31.	“ 15, “.....	3,918 65
Sept. 29.	“ 16, “.....	2,899 27
	“ 17, Library and Literature.....	25 50
Sept. 29.	By balance in bank.....	702 58
		<hr/> \$40,467 52

SUPERINTENDENT'S REPORT.

Another fiscal year of the Reform School having closed, it becomes my duty, under the requirements of law and the usage of the institution, to present to you a statement of its experience during the past year, and its present condition.

In all its various departments and interests, the condition of the institution at this time is all its most ardent friends could desire. The year just closed has been one of progress and healthy growth, and the complete removal of all prison-like surroundings—commenced shortly after my taking charge of the institution in 1875, and fully completed during the past year—has had an effect upon the dispositions and appearance of our boys, which only those can appreciate who have carefully watched the Reform School in all its past and present phases.

The complete success of the system is attested by the fact that during the past year not a single boy committed to our charge has escaped, and the attempts to escape have been by boys very soon after their arrival, and before the salutary influence of our discipline could be expected to have any permanent effect upon their conduct.

While we do not aim to make the boys so comfortable here that they will have no higher aim than to remain in the institution, it has been our study to introduce whatever might tend to ennoble and elevate their character, and to lead them to despise and shun the avenues to vice which caused their coming to the institution; to the end that when the time for their discharge arrives they may leave our institution with a recollection which they may be proud to cherish in their later days, and prepared to occupy honorable positions in society, with a full assurance that the portion of their lives spent at the Reform School, instead of being a blemish upon their characters, has been the means of saving them from lasting disgrace, to which the doors before them stood wide open as they were just entering upon life.

We look upon the boys committed to our care not merely as criminals sent here to be punished for the infringement of our laws, but as fallen beings full of hope and with many good impulses whom it is our mission to save from the downward road which in most cases—through the faults of others—lies before them.

We have lately introduced a military drill in which the boys are daily exercised. We have among our employes competent drill masters, men who served their country in the late war for the Union, and who there attained proficiency as military teachers.

The boys enter upon this new exercise with great zest, and show themselves apt scholars. We have lately received muskets from the State, the use of which is being rapidly learned by the boys, who will soon be able to go through the manual of arms with a degree of precision which would do credit to veterans.

The benefits arising from the military drill in giving the boys a manly bearing and a correct idea of discipline, are too well appreciated by the people to need any extended defense here.

The boys visited in a body the fair of the Central Michigan Agricultural Society, and were greatly pleased in viewing the exhibits. A large portion of them, accompanied by their teachers, attend divine service at the several

churches of the city every Sunday morning,—except when prevented by stormy weather,—and uniformly conduct themselves with the strictest propriety, enjoying the service as well as this mark of confidence in them, which no boy has ever attempted to violate.

Our exercises at the Sunday School continue as heretofore, as well as the service in the chapel every Sunday afternoon, at which the several resident clergymen of the city officiate.

During the past year the water tower which at the date of our last report was in process of erecting has been completed, and the large tank at the top is kept constantly filled with water, which is distributed by pipes to the several buildings. An abundant supply is provided for our stock, and, with the recent addition of a proper quantity of hose, we are thoroughly protected against fire.

Having no special appropriation for improvements, we have made only such as, being indispensable to the safety and comfort of the inmates, could be done with but a small outlay of money.

New floors have been laid in two of the school-rooms, and the walls and ceilings of the dining and school-rooms painted a light color, imparting to them a more cheerful and home-like appearance.

The grounds are constantly being improved, mostly by the labor of the boys. The trimming of ornamental trees has added much to the beauty of the grounds fronting the main building and family houses.

The farm has also been considerably improved during the year, and its yield of produce has been entirely satisfactory. All the vegetables required for the institution, as well as feed for our stock, are raised almost entirely by the labor of the boys.

In the inventory of farm products no account has been taken of fruits and vegetables consumed, nor of the milk which alone would, if we had to purchase it, cost the institution hundreds of dollars every year.

As many of our boys in after life become farmers, their employment upon the farm is mutually advantageous, affording them at the same time healthful employment and practical instruction, while the cost of their maintenance is greatly reduced by their assistance in producing so much required for their own consumption. We had this year a large crop of strawberries, of which the employes and boys were liberally supplied during the season, and a considerable quantity marketed. We have added about 5,000 vines to our garden, and hope next season to derive a considerable revenue from the sale of berries.

The question of what employment may be adopted for the boys by which they and the State may be mutually benefited, still remains before us.

The manufacture of cigars, while it continued, produced an annual revenue of fully four thousand dollars, reducing by that amount the cost to the State for the maintenance of the institution. We have as yet been unable to find any employment with a like pecuniary yield.

A large number of boys are engaged in caning chairs, but further than keeping them employed, and consequently out of mischief, there is little if any benefit derived, as in consequence of the competition with similar institutions, the prices received do not more than cover the cost of material, freight, and superintendence.

Visits to the institution by persons both from home and abroad have become so frequent that it was decided expedient to charge a fee of ten cents for showing visitors through, as it requires for that purpose the entire time of one person; while the fee is so small that very few object to it, it amounts in the aggregate to about enough to pay for the time consumed.

The health of the boys during the past year has generally been very good. No serious sickness has prevailed at any time, and only one death has occurred. One boy, who had from birth been subject to convulsions, died very suddenly in one of them, previous to which there was nothing in his appearance to excite unusual uneasiness concerning him.

The expense of the State for maintaining the institution has been no greater than for former years notwithstanding the number of boys has been fully ten per cent larger than any previous year since the institution was opened.

The strictest economy is studied and practiced in every department, and in this respect we believe that our institution will favorably compare with any similar one in the country.

The mental improvement of our boys has been particularly noticeable, for the details of which I would respectfully refer you to the report of the teachers.

I would repeat my remarks contained in last year's report as to the discipline employed. Corporal punishment is rarely resorted to and only in extreme cases, for even the most fractious boys can be more easily governed by our system of merits and demerits than by the use of the rod. We appeal to the better impulses in the nature of our boys, and that appeal is seldom made in vain.

That the general deportment of the boys will compare very favorably with that of any collection of youth in any place or under any circumstances, is daily attested by visitors to the school.

The reading-room continues to receive through the courtesy of the publishers:

Lansing State Republican, Lansing Journal, Wolverine Citizen, Flint Globe, Peninsular Courier, Michigan Argus, Owosso Weekly Press, Shiawassee American, Morning Star, Grand Haven Herald, Youths' Instructor, Battle Creek Journal, Monroe Commercial, Hastings Republican Banner, Bellevue Weekly Gazette, St. Joseph County Republican, Allegan Journal, Alpena Pioneer, Benzie County Journal, Coldwater Republican, Midland Times, Lake Shore Commercial, Signs of the Times, and Woman's Journal.

These papers are eagerly sought for by boys coming from the locality of their publication, and for this reason we should be glad to add to our list of publications from other parts of the State.

As the Legislature at its last session did not make the usual appropriation for current literature, we must now depend entirely upon the generosity of our friends for such reading for the boys as the library does not afford.

We have received several contributions of old magazines, which have been very acceptable, and would advise our friends that we will always gratefully accept contributions of this class without regard to their date.

The characteristic interest of ex-Governor Bagley in our boys did not expire with his term of office. During the past year a supply of base balls and bats have, through his generosity, been added to the boys' sources of amusement.

We hope farmers and others in our State who wish to adopt or employ boys will apply to the Reform School instead of taking those who are brought here from without the State.

We have many worthy boys who have neither parents nor guardians to whom we can return them, and for whom we desire to secure homes with Christian families, where the good work commenced here may be continued. We have a number of strong, healthy boys, capable of doing a man's work and earning a man's wages, whom we can recommend with the utmost confidence.

It again affords me sincere pleasure to bear testimony to the uniform zeal

and fidelity of the various employés of the institution during the year just closed, and to their hearty coöperation with me in carrying on the work entrusted to us.

In conclusion, I desire to render a grateful acknowledgment to the Board of Control for their unchanging kindness and consideration during the past year.

With a firm trust that our Heavenly Father will continue His providential care and governance over us all,

I remain your obedient servant,

FRANK M. HOWE, *Superintendent.*

TEACHERS' REPORT.

To the Honorable Board of Control of the Michigan State Reform School:

GENTLEMEN:—Allow us to present the annual report of the School Department of this institution for the year ending Sept. 30, 1877:

Number of boys in school at the beginning of the year.....	242
“ received during the year.....	123
Whole number under instruction during the year.....	365
Number dismissed during the year.....	103
Number now in school.....	262

The scholarship of boys received during the year is shown by the following tables:

Number who did not know the alphabet.....	7
“ read in Primer.....	2
“ “ First Reader.....	18
“ “ Second Reader.....	25
“ “ Third Reader.....	33
“ “ Fourth Reader.....	26
“ “ Fifth Reader.....	12
Total.....	123

ARITHMETIC.

Who knew nothing of Arithmetic.....	52
“ had studied Primary Arithmetic.....	22
“ “ Rudiments of Arithmetic.....	32
“ “ Practical Arithmetic.....	17
Total.....	123

WRITING.

Who could not write.....	54
“ form letters.....	30
“ write legibly.....	36
“ “ well.....	3
Total	123

GEOGRAPHY.

Who knew nothing of geography.....	81
“ had studied Primary Geography.....	24
“ “ Intermediate Geography.....	15
“ “ Common School Geography.....	3
Total	123

The standing of boys dismissed is shown by the following tables:

READING.

Who could not read.....	1
“ were in First Reader.....	0
“ “ Second Reader.....	1
“ “ Third Reader.....	6
“ “ Fourth Reader.....	18
“ “ Fifth Reader.....	61
“ “ Sixth Reader.....	16
Total	103

WRITING.

Who could not write.....	2
“ form letters.....	1
“ write legibly.....	90
“ “ well.....	10
Total	103

ARITHMETIC.

Number who did not study arithmetic.....	2
“ were studying Primary Arithmetic.....	0
“ “ Rudiments of Arithmetic.....	28
“ “ Practical Arithmetic.....	73
Total	103

Of those studying Practical Arithmetic there were—

In fractions.....	3
In compound numbers.....	26
In percentage.....	32
In proportion.....	3
Completed the book.....	9
Total	73

Of those studying Rudiments of Arithmetic there were—

In division	5
In fractions	23
Total	28

GEOGRAPHY.

Who did not study geography	4
“ studied Primary Geography	13
“ “ Intermediate Geography	41
“ “ Harper’s School Geography	31
“ “ Common School Geography	14
Total	103

The boys are distributed in the several departments of the school as follows :

In the first or most advanced division	63
“ second division	54
“ third division	47
“ fourth division	39
“ fifth division	31
“ sixth division	28
Total	262

The following tables show the standing of boys now in school :

Who read in Primer	5
“ “ First Reader	22
“ “ Second Reader	13
“ “ Third Reader	36
“ “ Fourth Reader	73
“ “ Fifth Reader	73
“ “ Sixth Reader	25
“ “ U. S. History	15
Total	262

WRITING.

Who could not write	27
“ form letters	52
“ write legibly	167
“ “ well	16
Total	262

ARITHMETIC.

Who do not study Arithmetic	4
“ study Primary Arithmetic	68
“ “ Rudiments of Arithmetic	106
“ “ Practical Arithmetic	65
Completed Practical Arithmetic	19
Total	262

GEOGRAPHY.

Who do not study Geography.....	59
“ study Primary Geography.....	82
“ “ Intermediate Geography.....	60
“ “ Harper’s School Geography.....	61
Total	262

The success of this department does not vary materially from that of last year. The good results derived from the improvements before mentioned, instead of disappearing with their novelty, are becoming more firmly established. Though, as usual, a large number of boys have been discharged and an equal number have come to take their places, the tables show a marked advancement. The introduction of several new text books from Harper’s valuable series, calculated as they are to meet the moral as well as intellectual wants of the young, have added largely to the interest of the department.

The deportment of the boys is good. A real desire to obtain knowledge, combined with a general disposition to do what is fair, is being manifest. Though, comparatively speaking, composed of a class as unaccustomed to study as they have been unrestrained in habit, many are learning to apply themselves with energy, and are fast acquiring a knowledge of the essential branches of education.

We have aimed to control in a kind and christian like manner. By constant appeal to reason, have tried to encourage a habit of self-control. Success in this direction is well attested by the high grade attained by a majority of the boys.

We are persuaded that our work is not unproductive of good. True, all are not reclaimed from ignorance, nor from the ways of crimes, yet if, from the many who are constantly coming and going, a part are made stronger in mind and better at heart, we are encouraged to work on. Trusting that our efforts in the future, made more effectual by an increased knowledge of the work, may result in greater good to the boys, we very respectfully submit this report.

A. C. THOMPSON,

A. A. REID,

Teachers.

PHYSICIAN’S REPORT.

To the Honorable Board of Control of the State Reform School:

GENTLEMEN,—The health of the school during the past year has been good, and the sanitary condition most excellent. Only one death has occurred during the year. John Stanton died April 26th, of epilepsy, of which he had been afflicted since birth.

Diphtheria, with which the school has been afflicted during the past year or two, has entirely subsided. We have good reasons to suspect the cause of the disease was the use of flag in the shops, as no cases have occurred since its use has been discontinued.

Respectfully yours,

J. W. HAGADORN,

Physician.

LANSING, September 30th, 1877.

STATE PUBLIC SCHOOL FOR DEPENDENT CHILDREN.

OFFICERS AND EMPLOYES.

Board of Control—Hon. James Burns, President, Detroit; Hon. Henry H. Hinds, Stanton; Hon. C. D. Randall, Secretary and Treasurer, Coldwater.

Superintendent—Lyman P. Alden.

Clerk and Steward—Daniel G. Blackman.

Matron—Mrs. Alla H. Clark.

Cottage Managers—Mrs. Martha Bissell, Mrs. Agnes McCollom, Mrs. Sarah Watson, Mrs. Fannie Russell, Miss Jennie Hall, Mrs. Lorenzo Woodruff, Mrs. Ann Glynn, Miss Miriam Harkness, Mrs. Mary Mansell, Substitute.

Teachers—Miss Jennie Chase, Mrs. Sarah Aldrich, Miss Florence A. McCollom, Miss Philinda Dix, Miss Lucelia E. Staples.

Hospital Managers—Mrs. Mary E. Mantz.

Attending Physician—Dr. S. S. Cutter.

LOCATION AND GENERAL DESCRIPTION.

The "State Public School" of Michigan, is situated one mile north of the heart of the city of Coldwater, and just outside of the corporation limits. The distance from the depot is about one and three-fourths miles. Several hacks are always in waiting on the arrival of trains, any one of which will take strangers to the School for fifty cents per passenger.

Coldwater is located on the L. S. & M. S. R. R., about 156 miles east of Chicago, 86 miles west of Toledo and 115 southwest of Detroit.

The buildings consist of the administration building, with the ground plan in the shape of a cross, having a frontage of 198 feet by a depth of 175 feet, in the central part, around which are grouped eleven others, one of which is used for a boiler house and laundry, one for a hospital, and the other nine for cottages. All of these are warmed with steam, and lighted with gas brought from the city. They are constructed of brick, and have not only a solid, but cheerful and even elegant appearance. The latest improvements in steam heating, cooking, laundry, bathing and ventilating apparatus have been introduced. The lithograph frontispiece is a very correct representation of the buildings and grounds as they were last year, but do not show the new ones.

The site is a very commanding one, about twenty feet above that of the city,

having a charming prospect in every direction. There is a small farm of 44 acres connected with it, on which is a bearing orchard of 300 apple trees. The total cost of the whole outfit is about \$170,000.

The system is the family and congregate combined. The children work, eat and school together in the main building, but in all other respects live as families do, except that the families are somewhat larger, numbering from twenty-five to thirty members. The cottages are the homes, over which preside cultivated ladies, who care for the children as a mother is supposed to, though, as a matter of fact, much better than most of their own mothers ever did.

The price of admission to the institution is dependency on the public.

The aim is to relieve the poor-houses of the State of all children under fourteen and over three years of age who are healthy and capable of receiving instruction, and fit them for good citizenship.

The school was opened for the reception of children May 21, 1874, since when 509 children have been admitted.

The accommodations will soon be sufficient for 300 children.

REPORT OF BOARD OF CONTROL.

HON. H. S. TARBELL, *Superintendent of Public Instruction*:

The Board of Control of the State Public School, pursuant to Sec. 20, of Act 58, of 1875, hereby presents the fourth annual Report of that institution, the same being for the fiscal year closing the 30th day of September, 1877. The act named contemplates that in the year not next preceding the session of the Legislature, the Report shall mainly come from the Superintendent, which does, in this case, and especial attention is called to Mr. Alden's Report in regard to the facts stated, the arguments submitted, and the general management described; all of which this Board has fully considered, and favorably.

That the operations of this branch of the charitable and educational departments of this State, in a little over three years since its opening, have resulted so favorably for benefiting dependent children intellectually, morally, and socially, is considered a matter of sincere satisfaction and congratulation. The demonstrated economical results are even better than were expected. That a State can clothe, maintain, and educate a child with good moral and social surroundings more economically than it can be done in the county poor-house with all its detrimental surroundings, is a fact proved, in social science, of more value than many theories. And it is a matter of pardonable State pride that Michigan is the only State that has tried and proved this fact; and has also proved that the prevention of crime and pauperism by the care and education of dependent children, is not only far more humane, but is most radically economical.

In the report of this Board for the year closing September 30, 1876, it was claimed that the institution had not been, as to its buildings and other appliances, on such a footing as the needs of the dependent classes required and for safe and economical working. Certain amendments in the law were then suggested, and additions to the buildings and especially heating apparatus and

water-works recommended, and the capacity increased for from 240 to 300 children.

It was also then recommended that provision be made for keeping an Agent of the School out most of the summer months finding homes for children, and caring for those indentured. Though this work is yet unprovided for, it is still considered of vital importance to the proper working of this School, and it is to be sincerely hoped that the next Legislature will not fail to see its importance, not only for the good of the children, but for that of the State. Attention is called to the statements in the Superintendent's report relating to this matter.

The Legislature meeting in January, after the report named was submitted, on the 20th of that month the institution was visited by the joint committee of the Senate and House on the State Public School. The committee spent over two days in investigating very fully the ordinary operations, the general management of the School in its several departments,—its schools, its clothing, dietary, cooking, washing, kind and quantity of food, the economy of purchases of supplies, and its general financial transactions from the location of the School, including all receipts and disbursements for construction and current expenses. Also, the results as to the children, their education, indenturing, general improvement, etc., etc., were carefully examined into. It is seldom, if ever, that a legislative committee so fully, thoroughly, and intelligently discharged its duties. This Board was present and it, with the Superintendent, furnished every facility for as full a knowledge of the institution as could be given in two or three days. The result of this prolonged examination was very satisfactory to the joint committee, and the conclusions of the committee were very gratifying to this Board. Most of the recommendations of this Board were concurred in, and the general plan and operations of the School commended.

The report of the joint committee was signed by all its members, and presented to the Senate March 1st last by the chairman, Hon. Wm. Chamberlain. This report furnishes so just and correct a view of the School, some extracts are reproduced here as follows:

"The beds are clean and comfortable. The cottages are the homes over which preside capable and intelligent women, who appear to be well fitted for the responsible positions they occupy. These ladies have charge of the children of their respective cottages at all times, except while in school or at work, and mend and take care of the clothing. In short, they perform all the duties of a mother to the children.

"The teachers employed in the school room are intelligent, and from the exercises we saw, should judge that they are enthusiastic in their endeavors to instill in the minds of the pupils the necessity of education and habits of study and good order. During our visit we saw the children in their cottages, at their work, in the school, at their meals, and at play, and conversed with them privately and were favorably impressed with the order, discipline, and good management which prevailed in all of the departments of the school. * * *

The superintendent takes great pains to procure homes for the children, as it is not the intention of the Board of Control to keep children only until such times as homes can be found for them. We examined the work of the boys in the shoe-shop, and were surprised that this branch of industry is so well managed and so great a help to the school. * * *

"The question may be asked, is the State benefited by the establishment of this school? Your committee would say that from personal observation, and

from what information we have obtained as to the results of the school, we are unanimous in the opinion that as a question of State policy and as an act of humanity, as well as economy, the establishing of this school and in fostering the same, is a step in the right direction to lessen pauperism and prevent crime. Your committee agree that as a question of economy it is far better for the State to take these abandoned and neglected children, and at a few hundred dollars' expense, place them in the way of becoming useful citizens and self supporting, rather than to expend thousands of dollars to build prisons and keep them shut up at great expense to protect society; for the statistics show most conclusively that a large proportion of our inmates of reform schools and State prison have grown out of these neglected children; and however much this institution may be commended for its charitable and benevolent character, its claims upon the people do not, in the opinion of your committee, rest wholly upon these grounds, for while these dependent and abandoned children are here well cared for, and started in a life of usefulness, instead of one of pauperism and crime, that desirable result is accomplished at an expense but little if any greater than would be taxed to the counties to maintain them in the county poorhouses."

* * * * *

With the completion of the new buildings, and other work provided for, this institution will, for the first time in its history, be completed and established approximately in keeping with the demands upon it, and for its safe, economical, and successful running. It is to be hoped that as it is now to be completed, it will for some time answer all needed purposes, for the construction of buildings and other work has, more or less a disorganizing effect upon the children, and occupies much time of the Superintendent and the Board that should be used for carrying out the special work of the School. Each year since the opening of the institution a large part of the work of the Board has been necessarily devoted to construction work. This will soon be closed, and full attention hereafter given to the education and indenturing of children.

For the past year the administration of the institution in its several departments, including the education and indenturing of children, overseeing them in their new homes, and the general business management, has been very satisfactory to this Board. The excellent results obtained, which are more fully shown in the Superintendent's report, is largely owing to the constant and zealous labors of the Superintendent, assisted by his efficient corps of employes. The School was never better provided with workers especially fitted for their several departments, and the general zeal and harmony is worthy of remark.

While this Board speaks confidently of the plan of this institution, and its successful operation so far, it yet feels that a more thorough and better work may be done in indenturing children. Restoring the dependent child to the family home is the highest work this institution has to do, and this Board has always held that part of its work as of the highest importance. As yet, the agencies in its control are inadequate. The county agency system is excellent so far as it extends. But in many counties there are no agents, and the compensation is quite limited. This system should, however, be retained to assist that now in use, and a general agent had when there is provision for one. One man, well adapted to the work, and well qualified by knowing the law and how to execute it, could rapidly find good homes, supervise indentured children, and largely reduce county and State expense, by placing the children in families.

But until legislation makes more ample provision, much assistance might be gratuitously rendered by charitably disposed ladies and gentlemen through the

State, who, knowing who might desire to adopt boys or girls, could call their attention to this School. County and township officers might also be able to render intelligent and valuable assistance. Aid in indenturing children and in seeing to those in their new homes is solicited, and would be always thankfully received.

Those who are specially interested in their own State should bear in mind that the citizens of the State first owe their duty to our own dependent children, and we should provide them homes rather than those who are brought here by Eastern societies from the streets of Eastern cities.

The law admits no children except those that are of sound mind and healthy body, so that here will be found children that, in mental capacity and health, will compare favorably with those in our common schools, and those desiring to adopt children are assured that in all probability they will here find those that will be adapted to the new homes, and who, under proper care and culture will develop into good manhood and womanhood, and prove a blessing to those who have taken them to their hearts and homes.

Reference is made to the account of current expenses in the Superintendent's report. No statement of disbursements at this date as to the special or building funds would be of any value, as the construction is now in process. The law does not provide for a treasurer's report at this time. The views of the Legislature, however, as expressed in the amounts for the several objects named, will, it is confidently expected, be strictly adhered to, and no deficits made.

Also, the appropriation for current expenses for 1877 will be sufficient, though the number of children maintained through the year, has averaged about twenty-five more than the proper capacity of the institution.

A careful examination of the operations of this institution, through its reports and by personal investigation, at all times, by the citizens of the State, is confidently and respectfully solicited.

C. D. RANDALL,
Secretary and Treasurer.

JAMES BURNS,
H. H. HINDS,
C. D. RANDALL,
Board of Control.

SUPERINTENDENT'S REPORT.

* * * * *

It will be seen that the cost of maintaining a child in the State School has been reduced from \$159.80 in 1875, and \$126.66 in 1876, to \$117.18 during the past year. The average cost throughout the State of maintaining paupers in the poor-houses, as given by the Secretary of State in his last annual report, was \$122.23. It is indeed gratifying to know that children are not only vastly better cared for in the State School than they could be in the poor-houses, but also at less cost, week by week, to say nothing of what is saved to the State by the placing of children in homes, and of what will be saved in the future by the prevention of pauperism and crime. I have no doubt that, should the School be still further enlarged at some future time, the cost *per capita* could be reduced to a still smaller sum.

HEALTH.

Three deaths only, have occurred out of about three hundred and fifty children who have been connected, during the year, with the institution. One died from consumption, one from a chronic bowel difficulty, and one from spinal disease. The health of the children has been remarkably good, and the hospital has been used largely as a cottage. During the month of September, as has been the case every fall since the institution opened, there were quite a number of cases of bilious fever, none of which resulted fatally. Diphtheria has prevailed in the city and country around us, and one case occurred just across the way from the institution grounds, but so far, we have been spared from its ravages. For a more complete statement, reference is made to the report of the attending physician, who has promptly responded to all calls made upon him.

SCHOOLS.

Outside duties connected with the building, fencing, grading, etc., have absorbed, so much of my time that I have not been able to give that close personal attention to the schools that I desired. I can say, however, that they are running as satisfactorily as at any former time, and, in some respects, more so. It has been found impossible to follow out strictly the course of study prescribed, as the lower rooms become so blocked up with new children coming in that we are obliged to promote them to the higher rooms, whence most of the children placed in families are taken, whether they have completed the prescribed course or not. We adhere as closely to it, however, as possible. The most discouraging feature of this work is, that our brightest, best, and most advanced scholars are constantly passing away from us into homes, just as it begins to be a pleasure to instruct them. It is not uncommon to have a promising class of ten or fifteen entirely dissipated in the course of a few weeks. But it is never to be forgotten that this institution was designed to be, not a *permanent* home, but only a half-way-house to a home, and though we cannot, in consequence, display any high scholarship, doubtless it is better upon the whole that the children should be diffused through society as rapidly as good homes can be found for them.

* CHILDREN APPRENTICED.

The demand for children is increasing. During the year 130 were placed in families, and 43 were returned to the School, many of the latter having been out for several years, being returned for a variety of causes, such as a change in the pecuniary circumstances of the family, death of the guardian, the home proving a poor one, incompatible dispositions, diseased physical or moral condition of the child. The total number now remaining in families is 204. Some time ago blanks were sent out to each guardian making inquiries about the condition of these children, but up to this time sixty reports only have been received. The questions and answers are herewith given, which will convey an idea of how the children are doing on an average.

1. What is the child's physical condition? Ans. In good health, 59; in poor, 1.
2. What progress is it making in school? Ans. 38 good; 3 slow; 16 too young to attend, or schools had not commenced since the child had gone out.
3. How many months has the child attended school? Ans. 36 have attended

on an average $4\frac{1}{2}$ months. The others had not attended at all for reasons given in answer to the second question.

4. Does it attend church and Sunday School? Ans. 41 have attended Sunday School; 17 have attended church.

5. Is the child obedient? Ans. 48 yes; 7 no.

6. Is it industrious? Ans. 42 yes; 8 no; 10 too young to work.

7. What is the child's occupation? Ans. 18 house work; 19 farming; 3 doing chores; 3 studying; 3 playing; 1 being a good boy.

8. Is it improving morally? Ans. 33 yes; 2 "no chance for improving;" 25 can't tell yet.

9. How are the child's evenings spent? Ans. 17 at home; 10 reading; 2 knitting; 9 studying; 1 singing; 3 playing; 30 in bed.

10. How do you like the child? Ans. 44 well; 1 no; 2 "as born in our own house."

11. Is it contented? Ans. 53 yes; 7 uncertain.

Blanks containing similar questions were also sent at the same time to the county agents, but only eight of the thirty agents that have been appointed have responded up to this date. In quite a number of the counties, however, where agents have been appointed, no children have yet been indentured. Sixty-seven children have been heard from in this way, of which number 49 were doing well, 8 were doing fairly, 8 were doing rather poorly, and the remainder had removed west with their guardians.

COUNTY AGENCY SYSTEM.

The inquiry naturally arises whether the children indentured by this institution are having that careful oversight that helpless bound children should have; whether, in fact, we know anything about the condition of the hundred and more children from whom no *formal reports* have been received. In reply I would say, first, that I have heard in various other ways that were reliable, from quite a number of children not included in the above reports, a large proportion of whom were doing well. But still it remains a serious fact that there are quite a number of children scattered over the State from whom nothing has been heard for quite a long time. Only thirty of the seventy-eight counties of the State have any agents, and if the child does not write for itself, when the guardian fails to report, I have no regular means for ascertaining how they are succeeding and how they are treated. Great care has been taken in selecting homes for the children, and we have reason to believe that the great majority will be treated justly and kindly; but great mistakes will, doubtless, be occasionally made in placing children, and it is a matter of great importance that they should be regularly and systematically looked after. Such oversight and watch was one of the chief agencies employed by M. Demetz, and by which the "unprecedented proportion of the saved to the lost among the boys of Mettray has been attained, the average ratio of the saved exceeding ninety-five out of every hundred." Without this friendly watch and encouragement much of the labor and expense of this institution will be thrown away, for boys and girls who behave well in institutions will often go astray if placed in families *unsuited* to them, though the home in many respects might be called a good one. Adaptation of the child to the home and of the home to the child is of the first importance, and whether this adjustment has been properly made can only be determined after the child has been for some time placed.

It occurs to me that three things are necessary to make this part of our work more efficient, which I will here mention :

1. That the work of appointing agents for the forty and more counties where there are none, should be completed at as early a date as possible.

2. That this agency should be supplemented by a township agency. The labors of some of our agents are already quite arduous and will become more so in the future. One agent has 42 children to look after, scattered all over the county. Unless these gentlemen are men of fortune and leisure it cannot be expected that they can afford to visit these children as often as is desirable, or to spend much time in looking for homes for the paltry sum of three dollars per day, which in most cases barely pays livery and other expenses. I know that quite a number have already spent more time and money in this work than they could well afford. Are there not in every township one or more benevolent men or women who would gladly, without any expense to the State, and with little trouble to themselves, assist the county agent in looking for homes among their neighbors for State School children, or in visiting occasionally and watching over those who may be placed near them? They would have better opportunities for judging of the fitness of the home, than the county agent in ordinary circumstances possibly could. With these the county agent and the superintendent of this institution could correspond and so keep thoroughly informed of the condition of each child with comparatively little expense to the State. This township agent would become the patron of the child and the child would look upon this agent as its adviser and friend. I believe that, without any further enactments by the Legislature, the Board of Control of this institution has the power to make such appointments. These appointments should be made on the recommendation of the county agents or superintendents of the poor.

3. As further supplementing the county agency system, I think that during the summer months at least, a traveling agent should be kept in the field looking for homes and visiting children, as recommended in my last Report. Every child placed in a good home, saves the State \$117.00 per annum, and he would be a poor agent indeed who could not, in the course of six months, find homes for fifty children, besides doing much good in visiting the children and encouraging them to do right. Such an agent should be a man of unusually good judgment, and in full sympathy with his work. The New York Juvenile Asylum has maintained such an Agent in Illinois for many years, who devotes his entire time to this work, and who has succeeded in finding homes for thousands of children.

LABOR.

More than one-half of the children are too small to labor, but all who are large enough are required to work as an important part of their education. Some time ago a knitting class was organized composed of boys and girls under eleven years of age, who have made fine progress, and already knit quite a quantity of mittens, suspenders and socks. This, I think, better than purchasing knitting machines and hiring skilled operators, as it furnishes employment and amusement to a large number who could do nothing else. It is of the greatest importance that the habit of regular labor be formed in these children at an early age, and in my opinion, it matters little what the employment is; whether it be scrubbing, sweeping, washing dishes, sewing, shoemaking, farming, or knitting; though, perhaps, farming will be of more importance to

the boys in after life. Yet the *habit of regular labor*, which is the essential thing, can be formed by engaging at any useful employment. To stimulate the children, prizes and rewards of various kinds have been bestowed. The children who have done their work well in the laundry, kitchen, and dining-room for the entire month, receive tickets which admit them to a "candy-pull." In the knitting, sewing, and shoemaking departments, the children are paid by the piece, the price ranging from one-half cent to five cents for each article. Under this system the work has been done much more cheerfully and better, and it has also been found to be true economy, for boys that formerly made only five or six pairs of shoes, or from ten to twenty shirts per month, now often make from twelve to twenty pairs of shoes, and from thirty to forty shirts, or the equivalent in other articles. Some of the boys work more hours than are required of them, and, in some instances, have been so anxious to earn money as to deprive themselves largely of needed recreations, and it became necessary to check their ambition in this direction. This system teaches, also, the value of money. When five cents represent a week's hard labor, a boy learns the value of pennies, and is apt to care for them; and, as an actual fact, those who earn money in this way are more inclined to hoard it up than those who obtain it as gifts from friends, and when they spend it are apt to purchase something of real value.

FARM.

Most of our little farm of forty-four acres is used for play grounds, lawns, orchards, and pasture. Only about fourteen acres are under cultivation. These have been moderately productive. The potato, sweet-corn, and berry crops were excellent; the others were not quite so good as usual. Our own land produces most of the vegetables used by the institution. A herd of twelve cows were pastured on our land during the past summer, furnishing rather more than half of the milk consumed by the School.

IMPROVEMENTS.

The School has been somewhat disturbed during the summer by the improvements which have been going on in every direction. Over 100 rods of board fence, and about 80 rods of picket fence, a very convenient and tasty barn, a pig pen and wagon shed, have been built. A new barnyard, hen park, and pig yard have been laid out, fenced, and graded. One hundred apple, one hundred peach, and a few pear trees have been planted. An engine-house, laundry, and water-tower, situated northwest of the most western cottage, is in process of construction. The engine-house proper is 38x56 feet, one and one-half stories high, the upper part being designed for a laundry and drying-room, while the basement story will contain four boilers for steam heating purposes, and the engine pump for running the washing machines, etc. The water-tower connected with it, at an angle, is octagonal in shape, twenty feet in diameter, and to the top of the wind-vane will be about 97 feet high. The lower story will be used for a boy's bathing tank, and will be supplied with hot and cold water, and warmed with a radiator. The story above will be used for storing soap material, and for the manufacture of soap. The third story can be used as a store-room, and the fourth story will contain the water tank, which has a capacity of 500 barrels. Above this, in the lantern, is a little observatory. Water will be forced into this tank in the top of the tower from the well by the old steam pump in the well-house, that formerly supplied water to the reservoir

near the main building. From this tank a four-inch cast iron pipe, to which are attached hydrants at suitable intervals, conveys the water in the rear of the cottages, till it connects with the old system of water pipes, whence it is distributed to all parts of the various buildings. By the aid of the engine pump, an inch stream of water can be thrown over the highest point of the main building. It will be necessary to extend the large pipe about five hundred feet farther, and add five more hydrants before the buildings are thoroughly protected against the danger of fire. One hundred feet of the best two and a half-inch cotton hose, with the Fehy coupling, has been purchased, and a fire company will soon be organized for handling the apparatus.

The "star" cottage will not be completed before the first of January, and will not be dry enough for the reception of children before the first of March, probably. This building will be the most convenient, the most perfectly ventilated, and, in many respects, the best cottage on the grounds. Its size is 57x66 feet. It will be heated on the "indirect radiation" system, the coils being placed in the basement over which will flow into the various rooms a stream of warm, pure air, introduced into the coil room from without the building. Each coil will be separately boxed and connected with the particular room to be warmed, so that each room must receive the share of heat appropriated to it.

A large ventilating shaft extends from the lower floor through the roof of the building, where it is protected by a galvanized iron hood. This shaft is divided into apartments to ventilate each room separately. Coils of steam pipe are inserted in this shaft to enforce ventilation. The whole building is roofed with slate and tin. This cottage is designed to accommodate from 50 to 60 children who have been on the Roll of Honor for six months and won stars. Hence the name, "star" cottage. It is hoped and expected that this will stimulate many to get on the Roll of Honor who, without this stimulus, would have made only feeble or no efforts. Again, it is believed that 50 children of this age and class can be more easily governed and cared for than the number usually placed in a cottage composed as they are of all ages and characters, for three or four bad boys often cause the manager of the cottage more trouble than the remaining twenty-six. If this experiment proves a success, quite a saving of expense will be accomplished, not only in caring for the children, but also in constructing, warming, and lighting the building. Self-government will there be taught by substituting demerit marks for punishments. Children who fall below a certain grade will be sent back to the cottages from which they came, and must work their way up again by "patient continuance in well doing." The theory of the plan, I believe, is sound, but the plan may fail in being carried into execution. Much will depend upon the tact and ingenuity of the manager who shall have charge of the cottage whether the plan proves, in the end, successful or not.

CADETS.

I mentioned in my last report that a company of cadets had been organized. During the past year they have been regularly drilled by Captain Rhodes, foreman of our shoe shop, and have now become quite proficient in the drill, although more than two-thirds of the original company have gone to homes. In June last, the company was furnished with fifty carbines by the order of Gov. Croswell, of which the boys have taken excellent care. On Decoration day, and on the Fourth of July, prominent places were assigned this company in the processions by the citizens of Coldwater, and the graves of the soldiers

were decorated by them. Officers and employés of the institution have presented the company with a silk flag, white gloves for parade days, and two drums. At the County Fair, to which all the children were kindly and freely admitted, the company won a prize of five dollars. The Coldwater Light Guards, one of the best drilled companies in the State, have paid our boys considerable attention, having loaned the officers swords, caps, and coats, and frequently invited the whole company to drill with them at their armory.

DISEASED AND INCORRIGIBLE CHILDREN.

It became apparent some time ago to the officers and friends of this institution, that, unless some door of relief was opened, it would gradually become filled with feeble-minded, diseased, and incorrigible children, for whom no homes could be found, thus shutting out large numbers of a more hopeful and promising class who, after a comparatively brief stay here, might be diffused through society, making room again for others.

To avert this threatened danger, the following amendments to the State School law were enacted by the last Legislature :

SEC. 11. There shall be received as pupils in said school those children who are declared dependent on the public for support, as provided in this act, who are over three and under fourteen years of age, and who are in suitable condition of body and mind to receive instruction. That said board is authorized in admitting children to give preference to those under twelve years of age. That those admitted, unless sent from the institution as provided by this act, shall be retained until they are sixteen years of age, and may be retained after that age, in the option of said board, until a home is procured for them. That said board is authorized to return to the county sending it any child when it shall become sixteen years of age, and no home has been procured, or whenever after its admission it shall be ascertained to the satisfaction of said board that the child was of unsound mind, or unsound body, at the time of its admission, or if for any other reason said board shall consider said child an improper inmate of said school; that, in the case of the return of any child as herein provided to the county sending it, the guardianship of this board shall cease, and the child shall again become a charge on the county sending it. The said board of Control shall report in writing, to the superintendents of the county poor of the proper county, the reason for returning the child.

SEC. 2. That there shall be added to said act one new section to stand as section twenty-three of said act, to read as follows :

SEC. 23. That whenever on [the] examination provided for in this act the judge of probate shall determine that the child is dependent on the public for support, he shall cause it to be examined by the county physician, if there be one, and if not, then by a respectable practicing physician, and shall in no case enter the order in his journal, showing the child is admissible to this school, unless the physician making such examination shall certify in writing, under oath, filed in said court, that the child examined by him is, in his opinion, of sound mind, and has no chronic or contagious disease, and in his opinion has not been exposed to any contagious disease within fifteen days previous to such examination before the judge of probate. That a copy of such certificate shall be attached to the other papers provided by this act, to accompany each child to this school.

SEC. 3. This act shall take immediate effect.

Approved May 17, 1877.

To bring this matter to the attention of those who have charge of the county poor, I sent out the following circular and a copy of the amendments, which I here insert in order that public attention may be called to these and other things mentioned therein.

STATE PUBLIC SCHOOL,
Coldwater, Mich., July 6, 1877. }

To the Superintendents of the Poor and Agents of the Board of State Charities :

GENTLEMEN,—Allow me respectfully to call your attention to the following important matters, in which you have an interest, connected with the working of this institution.

1. An order from the Judge of Probate, giving as complete a history of the child as it is possible to gather, should always accompany each child. I have no authority to receive or retain a child without such an order.

2. Application for the admission of children can be made at any time, a record of which will be kept here, but children should never be sent to the School by the county authorities until they are notified that there is room for their reception, as the School, most of the time, is crowded.

3. All expenses for transportation of children to the School are paid by the State through the Auditor General.

4. No provision has been made for the transportation of children to homes that may be found for them in families. It is expected that persons living at a distance, desiring children, will either come for them, which is by far the safest and most satisfactory way, or send money to defray the expense of transportation.

5. Particular attention is called to the laws, as amended by the last Legislature, regulating the reception and continuance of pupils in the institution, and prescribing the authority of the Board of Control in relation thereto, a copy of which is herewith enclosed. I would add that, while there is a seeming hardship in excluding from the privileges of this home the feeble-minded and diseased, there can be no doubt that the greatest good to the greatest number will be best accomplished by so doing. This class will do less harm and less good in the world than the others, and so long as there are more healthy and intelligent children, equally dependent and neglected, knocking at the doors of this institution, than there is room to receive, it seems only rational that preference should be given to the latter class, however much our sympathies may extend to the others. Besides, homes are found much more readily for this class than for the diseased and feeble-minded, who, as a matter of fact, become fixtures in the institution. One such child, introduced here, will block the way for several of the other class. The same may be said of children known to be inherently vicious or incipient criminals. Such children may be, and sometimes are, saved. But the process is a long one, and the time and money spent on one such child would have rescued from bad influences, and placed in good homes, numbers of a more hopeful class. It is evident, besides, that the introduction of incorrigible children, while it might possibly be of great benefit, in some cases, to the individual, would regularly expose other inmates to constant communication with those very influences from which we desire to withdraw them, prove a disturbing element in the School, and endanger the success of the institution. A number of such have already been sent here whose corrupting influence is widely felt, and should at once be removed from the School. I take it that this institution was not designed, primarily, for this class, but for a more hopeful class of neglected children, who, though far from being perfect and free from evil habits, the result of bad environment, and in danger of going to destruction from neglect, yet would improve rapidly under the kind and parental influences that here surround them, and, with a little training, soon be fitted for homes.

It is believed that you, gentlemen, have the interest of this institution fully at heart, and will sympathize with its managers in seeking to do the most good to the greatest number.

LYMAN P. ALDEN,
Superintendent State Public School.

Since these amendments were enacted, nine children have been returned to the counties from which they came, two of which were feeble-minded, four incorrigible, one was diseased, and two had passed the age of sixteen years without securing homes. There are a few more whose removal may become a necessity, but they will be borne with as long as the best interests of the institution will allow it. It is to be remembered, in this connection, that many children of bad heredity and from the worst of home influences, are sent here, several of whom had been arrested for petty crimes, and that over two hundred

of the best children have been picked out and sent into families. Such being the case it is a matter of great encouragement that after nearly four years, so few hopeless ones are left on our hands.

DIETARY.

I find among the tax-payers, as others have found, who occupy similar positions, two classes of critics, one of which complains that the children are pampered and too well cared for—better than many poor children in town and country, whose parents are honest laboring people. The other class fear that they are not well enough cared for, and seem to imagine that the main design of this institution is to starve good little boys, and the chief inquiries addressed by them to the children when they have an opportunity, are respecting their food. Do they have enough to eat? Do they have meat, and cake, and pie? And do they have time enough allowed in which to eat? Between these two extremes of opinion I have endeavored to steer, and establish a dietary which, while it does not pamper the appetite, should be wholesome, palatable, and have enough variety to produce health and content. This dietary, such as it is, is published in the Tables, and is strictly adhered to, except when it is occasionally varied by some “extra,” or during the season of vegetables. Every article used is the best of its kind the market affords, and the same common sense principles should be applied in judging of the children’s diet, that the stock grower uses in feeding his animals. The best evidence that the children are well fed, is that they come to each meal with keen, vigorous appetites, are healthy, grow fast, are fat, and as a whole, very contented with their diet, though grumblers are found here as elsewhere. The time consumed at each meal ranges from twenty to thirty minutes, depending upon the meal, the latter time being often consumed at dinner, which is of course the chief meal.

ENGLISH EXPERIENCE.

A friend of this institution having sent me the following paragraph from the N. Y. Sun, and it being understood by some that the work-houses alluded to were the same as the certified schools of England which, for twenty years past, have been caring for a similar class of children to those we are caring for, and in a similar way, I addressed a letter of inquiry, enclosing the slip, to the late lamented Mary Carpenter, whose interest in neglected children and long connection with the certified schools of England entitled her to speak as an authority in such matters.

The slip alluded to was this :

“Some years ago the after career of children educated in English work-houses was carefully traced, and it was found that a frightfully large proportion of them went to swell the number of the vicious and criminal population. It was then determined to try the plan of boarding out pauper children in laborer’s families. The children have been placed under very careful supervision, and no family is permitted to take more than one. The system has now been tried for several years, and is found to be a great improvement on that previously in force, besides being much cheaper. In the work-house the children cost from £20 to £25 per head; in families, about £12. The families generally grow fond of them, and treat them just as they do their own children. The great point was, that they should gain a sense of home and family life which the ‘work’us’ was utterly powerless to give them.”

To this letter of inquiry the following reply was received :

"RED LODGE HOUSE,
"Bristol, England, April 16, 1877."

"DEAR SIR.—In reply to your inquiries, I beg to state as follows:

"I.—Work-houses rather correspond with your poor-houses. Children are generally brought up in them in contact with paupers and degraded natures, and without a loving atmosphere. I gave evidence against children being ever brought up in these, before a committee of the House of Commons in 1861. It generally ruins them.

"II.—'Boarding out' children can only be carried out successfully under *especially favorable* conditions, and cannot be adopted as a general rule. As a rule it is far better to place them in a well organized institution, under benevolent and judicious management.

"III.—The Certified Industrial Schools fulfill all the conditions described in Hon. C. D. Randall's admirable pamphlet.* I send herewith two copies of our last report, which will prove this.

"IV.—At last, after 30 years of apparently fruitless effort on my part, the Government has accepted the necessity of searching into the hidden recesses, and caring for the very lowest before they have become criminals. I send reports. I congratulate Michigan on having led the way in accepting the responsibility of the 'dependent children.' Do not hesitate at any time to communicate with me.

"With friendly regards,

"Yours truly,

"MARY CARPENTER."

The report to which reference is made in the above is the eighteenth of the Park Row Certified Industrial School at Bristol, and the particular paragraphs alluded to were these:

The year 1876 has been in many respects a very important one in the history of the Certified Industrial School-system, which aims, as is well known, not at reforming the juvenile criminal, but at preventing the ranks of the criminal classes from being recruited by those children who, from want of proper guardianship, are liable to frequent bad company, and thus too often to come within the jurisdiction of the police magistrate. According to the last report of H. M. Inspector of Industrial Schools, only one-third of the children committed to these Schools in 1875 had both parents alive and able to take care of them, while the subsequent history of those who had been discharged in the three previous years showed that *79.2 per cent were known to be doing well, and that only 5.3 per cent had been convicted of crime. But for the timely intervention of such Schools it is certain that a very large proportion of these 6,000 children (i. e., at the rate of two thousand per annum) would have swelled the returns from our gaols and prisons, and not a few would have become habitual criminals.* A reference to the note on the opposite page is here requested.

The "note" is herewith given:

NOTE—Since this report was in type the following paragraph has appeared in the Bristol Daily Times and Mirror (Feb. 14, 1877), and is confirmatory of the opinion expressed in the first paragraph of the report:—

The report for 1875 of the Directors of Convict Prisons again records the decrease of serious crime, and further contains the gratifying statement that the development of the criminal classes appears to have received a permanent check. The total male convict population has steadily decreased year by year, till at the end of 1875 the number was less by 337 than at the end of 1871; while the younger portion of the convict population has decreased by 463 in the same period. With regard to the female population of our convict prisons, the total numbers are about the same at the beginning and end of this period of five years—viz.: 1,252 and 1,244, while the younger portion has diminished from 763 to 623. *The directors infer from these figures that the means which have been adopted in recent times for preventing crime by cutting it off at its source have begun to take effect, and also that the system of punishment now adopted is effective on all but a comparatively small proportion who are incorrigible.* The improvement that has taken place is remarkable. In 1838, with a population of fifteen millions, 10,125 were sentenced to imprisonment, 3,611 to penal servitude, and 4,273 to transportation to Australia; whereas in 1875, with a population of 23½ millions, only 9,232 were sentenced to imprisonment, and 1,639 to penal servitude.

Such testimony reassures the friends of this institution that Michigan is on the right track in heading off pauperism and crime, and that twenty years from

* Address before the National Prison Reform Congress, in New York, in June, 1876.

now this school will be found to be not merely a "grand charity," but a wise economy also. In this connection, I would say that several other States are preparing to follow the lead of Michigan in establishing similar schools, and that Iowa has recently converted her Soldiers' and Sailors' Orphan Home into a school for dependent children. Illinois, Ohio, and Pennsylvania will, doubtless, soon do the same thing. The following letter from Robert D. McGonnigle, Secretary of the Pennsylvania Association of the Directors of the Poor, will show the movement on foot in that State:

"Alleghany, Pa., August 27, 1877.

DEAR SIR,—Your favor with Reports, blanks, etc., at hand, for which please accept thanks.

I am greatly delighted with your institution, and would like very much to visit you. I am satisfied your State has taken the proper course to check pauperism and crime. Our Soldier's Orphan Schools are about closing. They have been a decided success, and cost us five millions of dollars, but no one ever thinks it was not well spent. A great effort will be made this winter to have them transferred to the use of our dependent and neglected children. We hold a convention (our third) of the Directors of the Poor of our State on October 16th, at Lock Haven. I am preparing a paper to be read at the convention, on Dependent Children. I will write you more fully soon, and will try if possible and go out and see you before our convention meets.

ROBT. D. MCGONNIGLE."

CENTENNIAL AWARD.

Many of the numerous inquiries that come to me from other States respecting the workings of this Institution, are doubtless attributable to the fact that a diploma and medal were awarded it by the United States Centennial Commission, the only award, it is believed, decreed to any institution in the world caring for orphaned and dependent children. The judges' report upon which the award was based, is as follows:

"The undersigned having examined the product herein described, respectfully recommend the same to the United States Centennial Commission for award, for the following reasons, viz.: For the exhibit of plans, drawings, historical sketches and reports, showing the advantage of the separation of children untainted by crime from those more properly cared for in a Reformatory Institution; for the adaptation of the separate house or college system to the needs of said State Public School, and for the evidence of thoughtful planning and careful work in the establishment.

"J. M. GREGORY, *Acting Chairman.*"

CONCLUSION.

I wish to express my thanks once more to the editors of the Lansing Republican, the Coldwater Republican, and Deaf-Mute Mirror for copies of their papers; to E. R. Clark & Co., of Coldwater, for a box of candy and Christmas toys; to Ray & Sons, of Coldwater, for a box of dates; to Albert Chandler & Son, of Coldwater, for liberal discounts on sleds, skates, and other Christmas presents for the children; to ex-Gov. Bagley for a present of twenty dollars in cash for purchasing gifts, and to the faithful band of Sunday-school teachers from Coldwater, whose interest in these children continues unabated. I desire, also, to thank my co-workers in the institution for their efficient and zealous coöperation, without which I could accomplish nothing. At no time in the history of the institution has there been a more efficient company of workers, nor has the spirit of harmony, in all departments, prevailed more than at present.

Trusting that our Heavenly Father, without whose blessing human agencies are powerless, will still continue to smile upon this institution in the coming year as He has in the past, I am,

Respectfully yours,

LYMAN P. ALDEN,
Superintendent.

PHYSICIAN'S REPORT.

To the Board of Control of the Michigan State Public School:

There has been, during the last year, an exemption from any very serious amount of sickness among the inmates of this institution. There has been no contagious disease except mumps; and no serious trouble has resulted therefrom. There have been a few cases of pneumonia and several cases of malarial and typho-malarial fevers, none of which were of a serious character, except in two or three, who had previous bad health, and in whom the fever was followed by disease of the lungs. All of the cases terminated favorably. There have been about thirty cases of disease of the eyes (conjunctivitis), and one case of extirpation of the eye, the disease rendering this operation necessary having resulted from an injury received by the boy prior to his admission to this institution.

There have been two cases of fracture—one of the leg, and one of the arm, both of which have recovered perfectly. Several minor accidents, such as cuts, sprains, and bruises have occurred, which have made some trouble, but have left no serious results.

The sanitary conditions are as near perfect as in any public or private institution with which I am acquainted. The improvements which have been made during the last two years in sewerage, earth closets, ventilation, etc., have been fully up to the most advanced ideas of sanitary science. The influence of these causes, and a regular system of bathing,—pure water for drinking and for culinary purposes,—a dietary plain and simple, yet constructed on the idea of nourishing all parts of the body in due proportion,—well lighted rooms and well regulated exercise in the open air by labor, and at times, by judicious recreation, have maintained the health of the children with remarkable success.

In the absence of contagious disease a like success may be expected in the future, if there shall be the same amount of care and vigilance in the hygienic conditions of the institution.

S. S. CUTTER, M. D.

THE MICHIGAN INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, AND THE BLIND.

This school is situated at Flint, at the junction of the Flint & Pere Marquette and the Chicago & Lake Huron Railroads, so that the facilities are good for reaching almost any part of the State. The site of the buildings is about one mile from the business part of the city, and just inside the city limits. It is on quite an elevation and commands a good view of the city and the surrounding country. The property belongs to the State, and consists of the main, chapel, and school buildings, and two wings, all connected by corridors; an engine-house, barn, shop-building, and other buildings, valued at \$358,545.00. These are placed nearly in the center of 84 acres of land, of which about 20 acres are used for a lawn, the remainder being used for farming purposes and for play grounds, the whole being valued at \$17,550.00.

The board of control consists of three trustees, appointed by the Governor and confirmed by the Senate. The Honorable Charles G. Johnson, of Monroe, the Honorable A. L. Aldrich, of Flint, and the Honorable James M. Neasmith, of Vicksburg, constitute the present board.

The current expenses for the year ending Sept. 30, 1877, were \$49,009.16, of which \$43,500 was appropriated by the Legislature, and \$5,509.16 was received from other sources.

The school was established for the sole purpose of education, and that object is kept continually in view. We are frequently in receipt of letters enquiring as to the *medical treatment* our pupils receive. This arises from an utter misunderstanding as to its scope. It is in no sense an asylum or a hospital. It is a part of that free public school system of which we, as citizens of Michigan, feel justly so proud. And it is to be hoped that a better knowledge of its sphere of work will increase its usefulness.

Pupils are admitted between the ages of ten and twenty years, and when once admitted may remain eight years free of charge for board, tuition, or books. Even clothing may be obtained at the institution and charged to the county where the pupil resides, if the parents or friends are unable to furnish them. Thus the privileges of the school are brought within the reach of all.

There are 250 pupils in attendance, of whom 205 are deaf and 45 are blind.

These come to us from forty-five counties as follows:

Allegan, 4; Barry, 3; Bay, 3; Berrien, 12; Branch, 7; Calhoun, 7; Cass, 4; Clinton, 4; Eaton, 5; Genesee, 14; Gratiot, 10; Hillsdale, 4; Houghton,

1; Huron, 4; Ingham, 7; Ionia, 8; Iosco, 2; Isabella, 1; Jackson, 7; Kalamazoo, 5; Kent, 15; Lapeer, 5; Lenawee, 4; Livingston, 6; Macomb, 2; Manistee, 1; Marquette, 3; Montcalm, 2; Mason, 1; Midland, 1; Monroe, 6; Muskegon, 6; Nawaygo, 1; Oakland, 1; Ottawa, 2; Saginaw, 10; Sanilac, 1; Shiawassee, 2; St. Clair, 11; St. Joseph, 7; Tuscola, 5; Van Buren, 7; Wayne, 30; Washtenaw, 6; Wexford, 2.

In the deaf-mute department there are thirteen classes of from fourteen to twenty pupils each. Seven of the younger of these classes are in school six hours each day, their work being the learning of the English Language. A deaf-mute, before beginning school generally knows nothing whatever of language except the meagre pantomime by which he makes known his most necessary physical wants, so that mind is, as yet, wholly undeveloped. The work of learning must begin where hearing children begin when they begin to learn to talk, being also attended with much difficulty, since the eye alone is the medium of acquiring knowledge. The text books used for this junior portion of the school are mostly those for this special class of pupils. For the six senior classes, however, the same text books are used as in the public schools. The course comprises Language, Arithmetic, History, and a smattering of Physics, Geology, and Astronomy. The geographies used are Montith's; the arithmetics, Robinson's; the histories Lossing's United States and Goodrich's Pictorial Histories of England and Rome. In addition to their regular school duties of three hours per day these pupils spend three hours per day learning trades. The girls work at sewing and dress-making, and the boys at shoemaking, cabinet-making, or printing, in shops on the premises for that purpose, it being the design to enable our pupils to earn a livelihood when they leave school. It also assists in counteracting that tendency which exists so largely among pupils who are away from home at school for a term of years, the dislike of manual labor; and in promoting good health. We think the time is approaching when manual labor of some sort will be large introduced into boarding schools with great benefit. These industries have not thus far been self-sustaining, and will perhaps never be a source of revenue, but their primary advantage is in their being means of instruction, the same as a school room is.

The department of the blind has two teachers who carry on the school-room work by a rotation of classes similar to the public schools. The course of instruction comprises the ordinary branches and goes but little beyond that of a good grammar school course. Text-books in raised print are used to some extent, but the bulk of the instruction is oral, the teacher reading the lesson to the class, and they retaining it and fixing it in the memory for the next recitation. This may seem laborious and slow, but the fact is these classes learn most subjects as readily and progress about as fast as do pupils in seeing schools. These pupils, too, have their share of work, the boys learning basket and wicker-work, or the broom trade, and the girls learn sewing and knitting.

The general results of the school are very satisfactory, the majority of the graduates going out with a fair common school education, and we expect they will become good citizens of our State and nation.

J. W. PARKER, *Principal*.

ADRIAN COLLEGE.

HON. H. S. TARBELL, *Superintendent of Public Instruction:*

SIR:—In compliance with your circular of the 28th ultimo, I would respectfully submit the accompanying report of the state of Adrian College, at the present date.

The financial condition of the institution remains essentially the same as reported last year. In common with all similar institutions, we feel the pressure in the finances of the country, and find no little difficulty in collecting the accrued interest on our outstanding and invested endowment funds.

The following statement is an exhibit in brief of the finances of the institution:—

Endowment notes.....	\$69,399 85
Endowment invested.....	45,518 75
Accrued interest—unpaid.....	5,500 00
	\$120,418 60

Real estate and personal property—including College grounds and buildings: lands in Missouri, Iowa, and Detroit city; musical instruments, apparatus, etc., \$125,000.

The liabilities of the institution, at the present date, amount to \$22,000 00.

The corps of instructors in active work at this time consists of the following persons:

G. B. McElroy, D. D., President, and Professor of Mathematics and Astronomy, and Amos Professor of Theology.

A. H. Lowrie, M. A., Professor of Political and Social Science and English Literature.

D. S. Stephens, M. A., Professor of Mental Science and Rhetoric.

I. W. McKeever, M. A., Professor of Natural Science.

M. L. Jennings, M. A., Professor of Latin and Greek.

B. H. Rupp, Professor of Instrumental Music and Musical Composition.

Mrs. A. A. Estabrook, Principal of the Ladies' Department.

Mrs. E. Asire, Teacher of Vocal Music and Assistant in Instrumental Music.

John G. McElroy, Tutor.

The officers of the Board of Trustees are as follows:

Officers of Board of Trustees.—Norman Geddes, President; G. B. McElroy, Secretary; N. R. Swift, Treasurer.

Executive Committee—I. W. McKeever, J. S. Thrap, W. S. Wilcox, N. Geddes, J. H. Fee.

Visitors—(Appointed by the State Superintendent of Public Instruction)—Rev. I. E. Billman, Rev. A. G. Dunsford, J. H. Fee, Esq.

Examiners—(Appointed by the Board of Trustees)—J. Burns, D. D., Rev. J. B. Walker, Rev. Alex. Clark.

During the past year, very considerable improvements have been made in the buildings—especially in the hall occupied by the young ladies, where, in addition to kalsoming the walls, a number of rooms have been fully and elegantly furnished. These improvements have been under the special supervision of a committee of ladies appointed by the trustees at their meeting in June last. To this same committee, in connection with two members of the Board of Trustees, the general supervision of the boarding hall was assigned. Under their direction the hall is now conducted on the “commons” plan, and so far, the arrangement has given very general satisfaction.

The cabinet of Natural History has been thoroughly changed in appearance. The specimens in the various departments have been arranged and labeled; cases have been built for the preservation of all specimens subject to damage from exposure to the air. To Rev. Ira E. Billman the institution is indebted for a generous donation of admirably well prepared birds and animals, some of them rare and valuable. Their presence in the cabinet has added greatly to its attractions.

The conditions required in order to enter any one of the regular college classes, and to maintain a standing in the same have been essentially changed. The entire course of study as now presented, and demanded in view of graduation, is as flexible as it could well be made without serious prejudice to sound and accurate scholarship. Great care has been taken to guard against, and, as far as possible, counteract the tendency so frequently manifested by students in this fast age to crowd their course at college by attempting to accomplish in less than four years the curriculum prescribed.

There are six distinct Departments of Instruction:—Classics, Mathematics, Natural Science, Philosophy, Political and Social Science, Modern Languages.

These Departments are open to both sexes, and admission to them is governed by the following regulations:

A student may be admitted to any class in any one of the departments for which, by examination or otherwise, he may show himself to be prepared.

On completing any study, and passing a creditable examination therein, a student shall be entitled to a class testimonial certifying these facts.

When a student shall have completed the curriculum of any department, and shall have given, by examination, satisfactory evidence of having so done, he shall be entitled to a departmental certificate of his proficiency and scholarship.

A student having completed the courses of study in the Department of Classics, and presenting a departmental certificate for the same; and, in addition, presenting class testimonials from other departments, sufficient to extend, together with the departmental certificate, over four full years of study, on the basis of twelve hours class work per week, shall be entitled to the degree of Bachelor of Arts.

A student having completed the courses of study in the Departments of Mathematics and Natural Science, and having complied with all the conditions of the preceding regulations, in respect to these departments, and the requisite additional studies, shall be entitled to the degree of Bachelor of Science.

In like manner, when a student shall have completed the courses of study in the Departments of Philosophy and Political and Social Science, also the Pre-

paratory French, and shall have complied with the requirements of the preceding regulations, he shall be entitled to the degree of Bachelor of Philosophy.

Except by special permission of the Faculty, no student will be permitted to pursue, simultaneously, more studies than will require three recitations daily.

In view of the foregoing arrangement, the classification of the students is now based upon the number of hours' work for which they can produce class or departmental certificates. This method is found to very happily relieve the Faculty of a duty which often had proved anything but grateful,—a student's work as exhibited in his examination papers and certificates determines his classification.

The following is a condensed exhibit of the annual courses of study required of the several classes:

FRESHMAN STUDIES.

Mathematics.—Geometry.

Latin.—Cicero de Senectute. Livy; Books XXI. and XXII. Prose Composition.

Greek.—Anabasis. Lysias. Herodotus. Prose Composition.

Political Science.—General and Modern History.

Philosophy.—Rhetoric.

Modern Language.—French.

SOPHOMORE STUDIES.

Mathematics.—Trigonometry. Analytical Geometry.

Latin.—Cicero de Officiis. Horace. Odes and Epodes.

Greek.—Plato; Apology and Crito. Homer.

Political Science.—English Literature. Philosophy of History.

Natural Science.—Botany.

Modern Language.—German.

JUNIOR STUDIES.

Mathematics.—Mechanics, Calculus.

Latin.—Tacitus; Life of Agricola. Cicero de Oratore.

Greek.—Demosthenes; Select Orations. Greek Testament.

Political Science.—Constitutional Law.

Natural Science.—Physics. Zoölogy. Geology.

Philosophy.—Psychology. Metaphysics.

Modern Language.—German.

SENIOR STUDIES.

Mathematics.—Surveying. Astronomy.

Latin.—Plautus; Captives, or Satires of Juvenile.

Greek.—Æschylus; Prometheus Bound.

Political Science.—Political Economy. International Law. Moral Science.

Natural Science.—Chemistry. Natural Theology.

Philosophy.—Logic. Philosophy of Composition.

The following is the course of study prescribed for the Preparatory School:

FIRST YEAR.

First Term.—English Grammar; Higher Arithmetic; Latin—Harkness' First Lessons.

Second Term.—English Grammar; Elementary Algebra; Latin Grammar and Reader.

Third Term.—Elementary Algebra; Greek—Boise's First Lessons; Latin Grammar and Reader.

SECOND YEAR.

First Term.—Algebra; Natural Philosophy; Greek—Boise's First Lessons. Cæsar's Commentaries.

Second Term.—French; Algebra; History of the United States; Greek Grammar and Reader; Cicero's Orations.

Third Term.—French; Xenophon's Anabasis and Greek Prose; Virgil's Æneid and Latin Prosody; Physical Geography; Anatomy and Physiology.

A special Department for instruction in Theology and Biblical Literature has been organized, and affords to young men intending to enter the ministry, a favorable opportunity for pursuing a course of Theological study sufficiently comprehensive to prepare them for the work of the sacred office.

Young men wishing to make the study of Theology their principal object, and who cannot, because of their circumstances, take a full Collegiate course, can attend the recitations and lectures of the English branches of the Theological course as they may most need to fit them as fully as possible for the work of the ministry.

Those studies included in the Theological course and which also are found in the College courses, are pursued with the College classes.

The regular Theological course of study embraces the following subjects:

Inspiration of the Sacred Scriptures.

Systematic Theology.

Mental Science.

Exegesis of the New Testament.

Hebrew.

Preparation and Delivery of Sermons.

Systematic Theology.

Pastoral Theology.

Exegesis of the New Testament.

Hebrew.

Natural Theology.

Ecclesiastical History and Church Government.

Moral Science.

Hebrew.

Instruction in the foregoing course is given by the following teachers:

G. B. McElroy, instructor in Systematic Theology.

A. H. Lowrie, instructor in Ecclesiastical History, Church Government, and Moral Philosophy.

I. W. McKeever, instructor in Natural Theology.

M. L. Jennings, instructor in Greek and Hebrew.

J. Swift, instructor in Homiletics and Pastoral Theology.

During the past year, the Department of Music under the efficient supervision of Prof. Rupp, has been eminently successful. In addition to the work done at the College, a branch school of Music has been opened in the city for the accommodation of pupils not residing in the College Halls. The course of

study in music is very full and comprehends all departments of the science, as the following scheme will show :

FIRST GRADE.

Piano.—Lebert and Stark's Piano Method, Book First; or the New England Conservatory method, Part First.

Organ.—Best's Thirty Studies; Lemmen's Organ School, Part First; Rink's Organ School, Book First; Thayer's Art of Organ Playing, Part First; or selections from the authors named.

Voice Culture and Solo Singing.—Concone's Lessons for Middle Register of Voice, op. 9, Parts 1 and 2.

SECOND GRADE.

Piano.—Lebert and Stark's Piano Method, Book Second; or the New England Conservatory Method, Part Second.

Organ.—Whitney's First Six Months at the Organ; Zundel's First Year on the Organ; Rink's Organ School; Buck's Studies in Pedal Phrasing; Thayer's Art of Organ Playing.

Voice Culture and Solo Singing.—Concone's Lessons for Middle Register of Voice, op. 9, Parts 3 and 4.

THIRD GRADE.

Piano.—Lebert and Stark's Piano Method, Book Third; or the New England Conservatory Method, Part Third; Duvernoy's Studies; Czerny's School of Velocity, Book First.

Organ.—Southard and Whiting's Organist; Lemmen's Organ School, Part Second; Rink's Organ School, Part Fifth; Best's Arrangements; Easy Preludes and Fugues by Bach, Mendelssohn, etc.

Voice Culture and Solo Singing.—Concone's Melodic Vocalizations, op. 10, Books 1 and 2.

FOURTH GRADE.

Piano.—Lebert and Stark's Piano Method, Book Fourth; Czerny's School of Velocity, Books Second and Third; Lœschhorn, op. 66, Three Books; Mœscheles, op. 73; Bertini, op. 29; Cramer's Studies, Books First and Second; Sonatas from Haydn, Mozart and Clementi; Clementi's Gradus ad Parnassum; Heller, op. 17; Bach's Fifteen Inventions; Bertini, op. 66, Book First.

Organ.—Mendelssohn's Organ Sonatas; Best's Arrangements; Studies, Preludes, Fugues, Toccatas, Fantasias and Variations from Bach, Mendelssohn, Hesse, Rink and other Composers.

Voice Culture and Solo Singing.—Concone's Vocalization for Soprano and Mezzo-Soprano, op. 10; Lablache's Vocal Exercises.

FIFTH GRADE.

Piano.—Mœscheles' Studies, op. 70, Parts First and Second; Bertini, op. 66, Book Second; Carl Meyer, op. 119, Parts First, Second and Third; Selections from Bach's Well Tempered Clavichord; Chopin, op. 10; Schumann's Etudes; Concert pieces by Liszt, Thalberg, Dohler, etc.

Organ.—Studies of Fourth Grade Continued.

Voice Culture and Solo Singing.—Berdognis' Art of Phrasing, Two Books and Thirty-six Vocalizations.

The student is not required to take all the studies laid down in the Fourth and Fifth Grades, but selections from them are made by the Instructor, in accordance with the circumstances in each case.

The course in Harmony and Theory of Music extends through two years.

The History of Music is taught in classes, and candidates for the Degree in Music are required to take the full course.

Students completing the above course, and passing a satisfactory examination in the several grades, receive the degree of BACHELOR OF MUSIC. At the last annual commencement, *nine* students were honored with the degree.

Religious services are held in the chapel each morning; and all students are required to attend church each Sabbath morning, unless, for special reasons, they have been excused.

All classes completing the studies pursued during the spring term will be examined orally before the committees appointed by the Board of Trustees and the State Superintendent of Instruction.

At the close of the first and second terms, written examination upon all studies completed will be held. No special or private examination, before the regular examination of the class, will be granted to a student in a branch that has been pursued in any current term.

A student failing to be present at the regular examination of his class in any study, will not be allowed to go on with the class until he has passed an examination in such study; and for each such examination he shall pay a special fee of two dollars, to be appropriated to the Library Fund.

All students having passed an examination in a study fully completed, and attained a grade of at least fifty per cent. will receive a pass certificate; those attaining a grade of eighty-five per cent. and upwards, will receive an Honor Certificate.

There are connected with the College three Literary Societies, the "Star," the "Lambda Phi," and the "Theological Association." These hold regular weekly meetings for Rhetorical and Literary exercises, and afford students advantages for improvement in discussion, criticism, and rhetorical studies.

The Collegiate year is divided into three terms and two vacations. The first continues fifteen, and each of the others twelve weeks. The first vacation is two weeks, and includes the holidays; the second, or Summer vacation, is eleven weeks.

BOARDING AND FUEL.

In the Boarding Hall, connected with the College and under the supervision of the authorities of the Institution, board is, at present, \$2.75 per week. It is the purpose of those having the immediate control of the Hall, to keep the price of board as low as can be done in view of the necessary supplies, so that the advantages of a course of collegiate study may be brought within the means of those whose financial resources are limited. By forming clubs, as very many students do, excellent board may be secured at an expense not exceeding \$2.00 per week. Under certain restrictions students in either Hall can board themselves, and thus reduce the cost to a merely nominal sum.

Fuel prepared for the stove is delivered to the Lady Students in their rooms, at cost. Gentlemen furnish their own fuel.

The necessary expenses of a residence at Adrian College during the Academic year of forty weeks, may be briefly stated as follows:

Instruction in any of the literary departments, \$15.00; incidentals (designed

to meet the cost of janitor's services, public fires, cleaning, repairs, etc.), \$12.00; room rent, from \$7.50 to \$15.00; fuel and light, from \$10.00 to \$15.00; washing, from \$15.00 to \$20.00; text books and stationery, from \$9.00 to \$12.00; Library and Reading Room fee, \$1.50; boarding in College Hall, \$110.00; miscellaneous expenses, from \$5.00 to \$10.00: *in all*, from \$184.00 to \$210.50. Lady students who are disposed to do their own washing, for which provision is made by the Institution, may even reduce these amounts from \$15.00 to \$20.00 each. Students who board themselves may reduce the amounts still more by from \$30.00 to \$60.00 each. So far then as the *necessary* expenses of a course at the College are involved, we may safely affirm that no other Institution of an equal grade can offer superior inducements to the student.

In the department of music the expenses *per term* of twenty lessons are: Piano, \$12.; pipe organ, \$20.00; use of piano, two hours per day, \$3.60; use of organ, two hours per day, \$5.00; voice culture, guitar and violin each \$15.00; musical composition, \$5.00.

At Adrian College the policy of the co-education of the sexes is carried out to its full extent. There is no so-called "Ladies' Course." Ladies and gentlemen have equal facilities for full and thorough training in all the departments, and are entitled to equal academic honors on the same conditions.

At the last Annual Commencement, the graduating class consisted of twenty-four members—ten of whom were ladies. The degrees conferred were: B. A., 8; B. S., 5; B. Ph., 2; B. Mus., 9.

The honorary degree of LL. D. was conferred on Rev. Asa Mahan, D. D., former President of the College, and now a resident of London, Eng. The degree of D. D. was conferred on Rev. James Fleming, of London, Eng.

In addition to the class named above, the number of students enrolled last year was 146,—of these, 70 were ladies.

ALUMNI ASSOCIATION.

This Association is composed of the Alumni of the various Departments of Adrian College. Its object is to cultivate a feeling of fellowship among the graduates, and to assist in securing the best interests of the College. The Association meets annually, and during the meetings questions concerning the general interests of the College are discussed, and such instructions as are deemed necessary are given to their Representatives in the Board of Trustees. They following are

OFFICERS OF THE ASSOCIATION.

President—R. A. Watts, M. A.

Secretary—M. L. Jennings, M. A.

Treasurer—Alanson Bennett, M. A.

Executive Committee—D. S. Stevens, M. A., M. L. Jennings, M. A., Mrs. L. A. Robbins.

Representatives in the Board of Trustees—A. F. Bruske, M. A., Charlotte; J. H. Fee, M. A., Adrian; A. M. Woodworth, M. A., Brooklyn, N. Y.; C. Dustan Roys, M. A., Chicago, Ills.; A. H. Lowrie, M. A., Adrian; W. R. Cowl, B. S., Robella, Pa.

Respectfully submitted.

G. B. McELROY, *President*.

Adrian, Dec. 10, 1877.

ALBION COLLEGE.

REPORT OF THE PRESIDENT.

Hon. H. S. Tarbell, Superintendent of Public Instruction :

DEAR SIR:—As required by law I herewith submit the annual report of the condition and work of Albion College, for the year ending June 20th, 1876.

The following comprises the legal corporation :

TRUSTEES ELECTED BY THE DETROIT CONFERENCE.

Name.	Residence.	Time Expires
David Preston, 1st Vice President.....	Detroit	1879.
Otis A. Critchett, A. M.	Monroe	1879.
Rev. A. J. Bigelow.....	Roméo.....	1878.
Rev. Seth Reed.....	Ann Arbor.....	1878.
J. C. Clark, A. M.	St. Clair.....	1877.
Rev. J. S. Smart	Port Huron.....	1877.

TRUSTEES ELECTED BY THE MICHIGAN CONFERENCE.

Hon. Hampton Rich, 2d Vice President.....	Ionia	1879.
G. S. Clapp.....	St. Joseph	1879.
Rev. Wm. H. Brockway, President.....	Albion.....	1878.
Jas. W. Sheldon, Treasurer	Albion.....	1878.
Hon. C. R. Brown	Port Huron.....	1877.
Rev. T. F. Hildreth, A. M.	Grand Rapids	1877.
*President Geo. B. Jocelyn, Secretary.....	Albion	<i>Ex officio.</i>

ENDOWMENT FUND COMMITTEE.

Hon. John Owen.....	Detroit.....	January 1, 1883.
E. J. Connable, Esq.....	Jackson.....	" 1, 1880.
E. G. Merrick, Esq.....	Detroit	" 1, 1877.

ALBION PROVISIONAL BOARD OF CONTROL.

Rev. A. M. Fitch, Chairman.	Martin B. Wood, Esq.
James W. Sheldon, Sec. and Treas.	Jacob Anderson, Esq.
Martin Haven, Esq.	Orlando C. Gale, Esq.
Rev. Wm. H. Brockway.	

*Deceased.

Each of the conferences and the association of Alumni appoint visitors and examiners, whose names I herewith append.

Appointed by the Detroit Conference.—Rev. J. C. Wortley, A. M., Sallie A. Rulison, M. S., Rev. J. E. Jacklin.

Appointed by Michigan Conference.—Rev. H. M. Joy, Rev. A. H. Gillett, Rev. L. H. Pearce, A. M.

Appointed by the Alumna Association.—Elmer D. North, M. S., Alva W. Bradley, A. B., Franc M. Sanders Nichols, M. S.

The Board of Instruction for the year consisted of the following persons:

Geo. B. Jocelyn, President; Jas. H. Hopkins, Vice President; Lucy A. Osband, Preceptress.

Rev. Geo. B. Jocelyn, D. D., Moral and Intellectual Philosophy.

Rev. Jas. H. Hopkins, D. D., Latin Language and Literature.

Wm. M. Osband, A. M., Natural Science.

Mrs. Lucy A. Osband, A. M., Modern Languages.

Rev. Rollin C. Welch, A. M., Greek and Hebrew Languages and Literature.

Wm. Havemann, Vocal and Instrumental Music.

Geo. B. Merriman, A. M., Mathematics.

Rev. Lewis F. Stearns, A. M., History and Belles Lettres.

H. A. Mills, Instructor in Painting, Drawing and Perspective.

Mrs. Julia E. W. Havemann, teacher of Guitar.

Chas. A. French, teacher of Penmanship and Book-keeping.

John M. Roach, F. M. Coddington, J. C. Beach, tutors in Mathematics.

P. Della Pierce, L. Lee Wallace, tutors in Latin.

C. M. Ranger, tutor in Natural Science.

Rollin C. Welch, Secretary; Geo. B. Merriman, Librarian; C. R. Welch, Statical Secretary.

On the 27th of January, 1877, the college sustained a great loss in the death of Rev. Geo. B. Jocelyn who had been President of the Institution, with the exception of two years, the entire time since 1864. He had been abundant in labors and untiring in his activities for the promotion of the interests of the College, whose affairs he administered with great success. After the decease of Dr. Jocelyn, Rev. J. H. Hopkins, D. D., was acting President till the close of the year, and very efficiently performed the duties of the office. On the 20th of June Rev. L. R. Fisk, D. D., was elected to the Presidency by the Board of Trustees. To him also was assigned the Department of Mental and Moral Science.

The attendance of students during the year is presented in the accompanying table:

Resident Graduate.....	1
Seniors.....	12
Juniors.....	7
Sophomores.....	12
Freshmen.....	19— 51
Third Year Preparatories.....	18
Second Year Preparatories.....	38
First Year Preparatories.....	58—114
Conservatory of Music—Piano.....	31
—Organ.....	1
—Guitar.....	3
—Vocalization.....	3
—Choral Society.....	35— 73

Art Department—Painting.....	13	
—Drawing.....	6—	19
—Book-keeping.....	8—	8 265
Counted more than once.....		80
Total		185

RECAPITULATION BY TERMS.

Fall term.....	137
Winter term.....	136
Spring term.....	126
Total.....	399

COURSES OF STUDY.

There are four courses of study: the Classical, Scientific, Latin and Scientific, and Greek and Scientific. Each of these extends through four years. Their composition and range appear in the following tabulated statement:

SENIOR YEAR.

1st Term.	{ Psychology. Constitutional Law. Mathematical Astronomy.	Psychology. Constitutional Law. Mathematical Astronomy.	Psychology. Constitutional Law. Mathematical Astronomy.
2d Term.	{ History of Philosophy. Logic. Moral Science. Butler's Analogy.	History of Philosophy. Logic. Moral Science. Butler's Analogy.	History of Philosophy. Logic. Moral Science. Butler's Analogy.
3d Term.	{ Evidences of Christianity. Greek Tragedy or International Law. Geology and Mineralogy.	Evidences of Christianity. International Law. Geology and Mineralogy.	Evidences of Christianity. Greek Tragedy or International Law. Geology and Mineralogy.

Aside from the college proper there is a Preparatory Department. The curriculum of studies is arranged to fit students for the college classes, and also to prepare for business pursuits those who do not intend to take a full college course. The extent of requirements to enter the Freshman class will be seen by an examination of the tabulated statement herewith presented:

PREPARATORY DEPARTMENT.

FIRST YEAR.			SECOND YEAR.		THIRD YEAR.	
Classical, and Greek and Scientific Courses.	Scientific, and Latin and Scientific Course.		Classical, and Greek and Scientific Courses.	Scientific, and Latin and Scientific Courses.	Classical, and Greek and Scientific Courses.	Scientific, and Latin and Scientific Courses.
1st Term.	Harkness' Grammar, 1st.	Harkness' Grammar, 1st.	Cæsar, 1st.	Cæsar, 1st.	Virgil, 1st, and Latin	Virgil, 1st, and Latin
	Arithmetic.	Arithmetic.	Greek Lessons, 1st, with Grammar.	Map Drawing.	Prose.	Prose.
	English Grammar.	English Grammar.	U. S. History.	U. S. History.	Anabasis, 2d, and Greek	Elementary Astronomy.
2d Term.	Harkness' Grammar, 2d.	Harkness' Grammar, 2d.	Cæsar, 2d, and Latin	Cæsar, 2d, and Latin	Prose.	Elementary Physics.
	Algebra, 1st.	Algebra, 1st.	Greek Lessons, 2d, with Grammar.	English Composition.	Anabasis, 3d, and Greek	Virgil, 2d, and Latin
	English Analysis.	English Analysis.	Algebra, 3d.	Algebra, 3d.	Prose.	Physical Geography.
3d Term.	Latin Reader.	Latin Reader.	Cicero's Orations and Latin in Prose.	Cicero's Orations, and Latin in Prose.	Algebra, 4th.	Algebra, 4th.
	Algebra, 2d.	Algebra, 2d.	Anabasis, 1st, and Greek	Advanced English Analysis.	Virgil, 3d, and Latin	Virgil, 3d, and Latin
	Free-Hand Drawing.	Free-Hand Drawing.	General History.	General History.	Prose.	Prose.
					Anabasis, 4th, and Greek	Elementary Rhetoric.
					Prose.	Plane Geometry.

If necessary the following Extra Classes will be formed during the year: 1st Term, one in English Analysis and two in Algebra; 2d Term, one in English Grammar, one in Arithmetic, and one in Algebra; 3d Term, one in English Grammar, one in Arithmetic, and two in Algebra.

LECTURES.

In addition to the general instruction of the class and lecture room, the following lectures were delivered before all the students during the year:

By President Geo. B. Jocelyn, D. D.—Oct. 15, 1876, Christian Evidences. Oct. 29, 1876, Christian Evidences, continued. Nov. 5, 1876, Christian Evidences, concluded. Nov. 12, 1876, The Resurrection, No. 1. Nov. 19, 1876, The Resurrection, No. 2. Nov. 26, 1876, The Resurrection, No. 3. Dec. 3, 1876, The Resurrection, No. 4. Dec. 15, 1876, The Resurrection, No. 5. Dec. 17, 1876, The Resurrection, No. 6.

By Professor J. H. Hopkins, D. D.—Oct. 8, 1876, Christian Judgment, No. 1. The Book. Oct. 22, 1876, Christian Judgment, No. 2. The Sermon. Jan. 17, 1876, Christian Judgment, No. 3. The Code. Jan. 21, 1876, Christian Judgment, No. 4. The Law. March 11, 1876, Christian Judgment, No. 5. The Precept, Part I. March 18, 1876, Christian Judgment, No. 6. The Precept, Part II. April 8, 1876, Christian Judgment, No. 7. The Personal Reason, Part I. April 15, 1876, Christian Judgment, No. 8. The Personal Reason, Part II. May 6, 1876, Christian Judgment, No. 9. The Reply. May 27, 1876, Christian Judgment, No. 10. The Imperial Reason. June 17, 1876. The Genesis of Christ.

By Professor W. A. Osband, A. M.—April 22, 1877. The Sovereignties of Life. June 3, 1877. Perils of the Thinker.

By Professor Rollin C. Welch, A. M.—Feb. 4, 1877. The Word of God. A Light. Feb. 18, 1877, The True Significance of Life.

By Professor Lewis F. Stearns, A. M.—Oct. 1, 1876, An Unfair Argument Refuted. Jan. 7, 1877. The Relation of Thought to Character. Feb. 11, 1877, Jacob at Penueel. March 4, 1877. The Power of Deep Convictions.

By Professor George B. Merriman, A. M.—June 10, 1877, Researches in Biblical Lands.

By Rev. Russel B. Pope, A. M.—Dec. 15, 1876, College Day. Ideals of Life. June 17, 1877, Annual Address before the Missionary Society.

By Rev. E. H. Harvey, A. M.—May 13, 1877. The Vaudois.

By Rev. W. H. Perrine, D. D.—May 20, 1877. Search the Scriptures.

By Rev. L. H. Pierce, A. M.—June 17, 1877. Annual Lecture. The Defenses of Unbelief. (Under direction of Literary Societies.)

By Professor Lewis McLouth, A. M.—June 18, 1877. Galileo.

DEGREES.

The degree of Bachelor of Arts is conferred upon all who complete the Classical Course.

The degree of Bachelor of Science is conferred upon all who complete the Scientific Course.

The degree of Bachelor of Philosophy is conferred upon all who complete the Greek and Scientific, or the Latin and Scientific Course.

The degree of Master of Arts is conferred upon Bachelors of Arts of three or more years' standing, who may give evidence of literary proficiency.

The degree of Master of Science is conferred upon Bachelors of Science of three or more years' standing, who give proof of proficiency in general or special science.

At the commencement in June last the degree of A. B. was conferred on Frank E. Clark, George A. Loubach, P. Della Pierce, Charles M. Rouger,

Newton A. Richards, and John M. Roach. The degree of B. S. was conferred on George A. Buell, Rose V. Knapp, Lilly N. C. Robertson, and Clara B. Robertson. The degree of Ph. B. was granted to Ada A. Norton, and J. Howard Rose. Miss Lena B. Babcock graduated from the Conservatory of Music.

APPARATUS AND MUSEUM.

The Institution is furnished with a fair amount of chemical and philosophical apparatus. Some valuable additions have been made during the year.

Casings of sufficient capacity to hold 5,000 specimens, have been completed, and the foundations for a good working museum have been laid, by the generous donations of Prof. Alexander Winchell, Rev. L. C. York, Rev. J. H. Burnham, Prof. Newton Winchell, J. H. Hopkins, Mrs. Prof. Darling, Rev. J. H. Pitezel, Rev. E. H. Day, Mrs. L. E. Briggs, D. F. Canfield, J. B. Tallman, A. Brakeman, and the State Geologist, T. C. Brooks. Cases comprising about 1,000 accurately labeled specimens, illustrating Lithology, Mineralogy, Palæontology, and Chonchology, have thus far been placed at the service of the students in Geology.

FREE LIBRARY AND READING ROOM.

Two excellent rooms, on the first floor of the Chapel Building have been set apart as a Library and Reading Room. The Library contains about 2,000 volumes. Some very valuable books have been added during the year. The Reading Room contains many of the leading magazines and periodicals of the country. Students have access without fee, at proper times to these rooms. One-fifth of the incidental fee is appropriated to the benefit of the Library, Reading Room and apparatus.

RELIGIOUS INSTRUCTION.

The exercises of each day begin with religious services in the College Chapel.

On Sunday morning all the students are required to attend public worship at such church as they or their parents or guardians may select, and each student is expected to be uniform in his attendance at the church of his choice. At three P. M. of each Sunday a lecture upon some moral or religious theme is given by the President or some other member of the Faculty, in the College Chapel. Attendance upon these lectures is also required.

At 4:20 P. M. of each Sunday the Students' Prayer Meeting is held. Prayer meeting is also held every Thursday evening, and class meeting every Tuesday evening in the College Chapel, to which all students are earnestly and cordially invited.

SPECIAL DEPARTMENTS.

Two special departments of study are established in connection with the Institution, namely: The Department of Music, and The Art Department.

CONSERVATORY OF MUSIC.

A regular Course has been carefully prepared, by which, if faithfully pursued, the pupil advances rapidly and thoroughly, and becomes acquainted with the best music. Studies by Plaidy, Duvernoy, Czerny, Bertini, Heller, Clementi, Cramer, Moscheles, Chopin, Rinck and Schneider in the instrumental branches of piano and organ, and Concione, Panseron, Lablache and Seiler in Vocalization, interspersed with pieces by the masters, furnish the text for in-

struction. A thorough course of the theory of music and composition, is necessary to all who desire to graduate.

The course in music consists of seven grades, each based upon such studies and selected pieces as form the standard of the various degrees of proficiency at the best institutions of a similar kind.

In most cases four years will be sufficient to complete the course. Students who pass a satisfactory examination will receive a certificate of graduation. The degree of Bachelor of Music is granted to such students only as pass an examination in the Department of Belles Lettres and Modern Languages, or are already graduates of a collegiate institution.

ART DEPARTMENT.

The nucleus of an Art Gallery, consisting of plaster casts, oil paintings, chromo-lithograph engravings, etc., has been established, thus affording increased facilities for those desiring to cultivate a knowledge of the fine arts.

The course of instruction in this department will cover all the essential branches of elementary art, viz.: Outline Drawing, Linear and Aerial Perspective, and Oil Painting.

Especial attention is bestowed upon Landscape Painting, and Sketching from nature.

FINANCIAL EXHIBIT.

The financial condition of the college for the last year is presented in the following exhibit:

Income.

College Receipts.....	\$3,066 69
Interest Endowment Fund Com.....	9,500 00
“ Local Board.....	1,025 78
Detroit Centenary Notes—D. Preston.....	218 26
Detroit Conference Library, 1875.....	97 00
“ “ “ 1876.....	33 50
Michigan Conference Centenary Notes.....	100 00
Rent—Pres. house, \$200; Fitch house, \$50.....	250 00
Hay, sales of.....	20 00

\$14,311 23

Expense.

Current Expenses.....	\$1,151 36
Repairs and Improvements.....	845 39
Library and R. R.....	171 99
Interest.....	1,700 00
Wood, Oil, etc.....	750 19
Laboratory.....	44 38
Teaching.....	9,803 10
Insurance.....	104 00
Music.....	185 44

\$14,755 85

PUBLIC INSTRUCTION.

Assets.

Bonds, Mortgages, Notes—J. Owen.....	\$140,000 00
Local Board Control—J. Sheldon.....	25,000 00
Detroit Conference Centenary Notes—D. Preston.....	3,133 07
Michigan Conference Centenary Notes.....	16,727 23
In Treasurer's hands.....	<u>\$184,860 30</u>

Real Estate.

College Property—Buildings, Furniture, Apparatus, etc.....	<u>\$83,315 67</u>
--	--------------------

Liabilities.

Funded Debt.....	\$12,000 00
Bills Payable.....	
Warrants Outstanding.....	
	<u>\$12,000 00</u>

It is the purpose of those in charge of the institution to bring the facilities of education within reach of such young persons as are possessed of moderate means. The charges therefore are put at the lowest possible figure. The only fee connected with the regular educational work, aside from matriculation and graduation, is a charge for incidentals, and this is intended principally to meet such expenses as are incurred in the heating, lighting and care of the buildings. The following summary will supply the information the public need:

EXPENSES, ETC.

Tuition (in Preparatory and Collegiate studies).....	Free.
Incidental Fee, per term.....	\$5 00
Incidental Fee, for those who are only in Music, or Painting, or Drawing	2 50
Matriculating Fee paid <i>once</i> by all College students, and also by any students who may enter a College Class, whether they may intend to graduate or not.....	5 00
Graduating Fee.....	5 00
Vocal or Instrumental Music, in classes of four, each, per term.....	12 00
“ “ “ “ three, “ “	15 00
“ “ “ “ two, “ “	18 00
“ “ “ “ private lessons, “	25 00
Use of Piano or Organ, one recitation hour, each day, per term.....	3 00
“ “ “ two “ “ “ “	5 00
Vocal Music, in classes of twelve or more, each, per term.....	2 00
Painting in Oil, 25 lessons, two recitation hours' long.....	10 00
Drawing, two recitation hours' long, daily, per term.....	3 00
Board in the Hall, per week.....	2 50

Students in Laboratory Practice will be charged the cost of the chemicals used.

Rooms, both furnished and unfurnished, are supplied at a moderate rate. Students preferring to board in private families can procure accommodations at the same price as in the College Boarding Hall.

Respectfully submitted,

L. R. FISK,
President.

GRAND TRAVERSE COLLEGE.

HON. H. S. TARBELL, *Superintendent of Public Instruction:*

DEAR SIR,—In response to your letter of the 28th ult., I respectfully submit the following report of the condition of Grand Traverse College:

FINANCIAL CONDITION.

Besides the buildings and public grounds, the College possesses, as an endowment, property estimated to be worth \$50,000. A part of this consists of some 2,500 acres of well located lands which it is thought will ultimately add much more than its present value to the funds of the College.

The college also possesses notes valued at \$24,000, and scholarships at \$14,000. The college has recently purchased a large three-story building, worth \$4,000, in which are several well-furnished recitation rooms and ample accommodations for one hundred students.

COURSES OF STUDY.

COLLEGE—CLASSICAL COURSE.

Freshman Year.

First Term.—Geometry—Loomis. Memorabilia—Robbins. Livy—Chase and Stuart.

Second Term.—Algebra, completed. Greek Prose Composition—Arnold. Livy on Cicero—De Amicitia et De Senectute; Roman Antiquities—Smith.

Third Term.—Geometry and Conic Sections; Thucydides; Horace—Chase and Stuart. Mythology.

Sophomore Year.

First Term.—Trigonometry and Surveying; Odyssey; Horace, or Letters of Pliny the Younger.

Second Term.—Analytical Geometry; Calculus; Greek Tragedy; Tacitus—Tyler. Evidences of Christianity, Hopkins.

Third Term.—Natural Philosophy—Olmsted. Juvenal—Escott. Evidences of Christianity—Hopkins. Botany—Gray.

Junior Year.

First Term.—Natural Philosophy—Olmsted. Logic. Plato—Woolsey.

Second Term.—Demosthenes; Chemistry; Art of Discourse—Day. German—Whitney.

Third Term.—Astronomy—Olmsted. Chemistry. German—Whitney.

Senior Year.

First Term.—Mental Philosophy; History of Civilization; Physiology—Lectures.

Second Term.—Mental Philosophy; English Literature—Shaw. Butler's Analogy; Art; Political Economy.

Third Term.—Geology—Lectures. Moral Philosophy—Fairchild. Political Economy; Elocution.

Lessons in English, Bible and Rhetorical exercises weekly throughout the course.

COLLEGE—SCIENTIFIC COURSE.

Freshmen Year.

First Term.—Geometry, Loomis; English Language; Book-keeping or Drawing.

Second Term.—Algebra, completed; French Language; Ancient History.

Third Term.—Geometry and Conic Sections—Loomis; French Language; History.

Sophomore Year.

First Term.—Trigonometry and Surveying; French Language; Science of Government—Alden.

Second Term.—Analytical Geometry; Calculus; Perspective; Evidences of Christianity—Hopkins. German—Whitney.

Third Term.—Natural Philosophy—Olmsted. Botany—Gray. Evidences of Christianity—Hopkins. German—Whitney.

Junior Year.

First Term.—Natural Philosophy—Olmsted. Logic; German—Whitney.

Second Term.—Art of Discourse—Day. Chemistry—Lectures. Elocution; Physical Geography—Ansted.

Third Term.—Astronomy—Olmsted. Zoölogy, Chemistry—Lectures.

Senior Year.

First Term.—Mental Philosophy; History of Civilization; Physiology—Lectures.

Second Term.—Mental Philosophy; English Literature—Shaw. Butler's Analogy. Political Economy.

Third Term.—Geology—Lectures. Moral Philosophy—Fairchild. Political Economy.

Elocution.

Lessons in English Bible and Rhetorical Exercises weekly throughout the course.

COLLEGE—LADIES' COURSE.

First Year.

First Term.—Geometry; Cæsar—Chase and Stuart. Latin Prose Composition to lesson 54; Harkness' Drawing.

Second Term.—Algebra completed; Cicero, two orations—Chase and Stuart. Latin Prose Composition to lesson 68. Harkness' Ancient History.

Third Term.—Geometry and Conic Sections; Cicero, two orations—Chase and Stuart. Latin Prose to Part III.—Harkness.

Second Year.

First Term.—Plane and Spherical Trigonometry; Virgil's *Æneid*—Chase and Stuart. Science of Government—Alden.

Second Term.—Perspective; Virgil's *Æneid*—Chase and Stuart. French; Evidences of Christianity—Hopkins.

Third Term.—Natural Philosophy—Olmsted. French; Botany—Gray. Evidences of Christianity—Hopkins.

Third Year.

First Term.—Natural Philosophy—Olmsted. Logic; French.

Second Term.—Chemistry—Lectures. Art of Discourse—Day. German—Whitney. Elocution.

Third Term.—Astronomy—Olmsted. Chemistry—Lectures. German—Whitney.

Fourth Year.

First Term.—Mental Philosophy; History of Civilization; Physiology—Lectures.

Second Term.—Mental Philosophy, English Literature—Shaw; Butler's *Analogy*; Political Economy.

Third Term.—Geology; Lectures, Moral Philosophy—Fairchild, Political Economy. Elocution.

Lessons in English Bible and Rhetorical Exercises, weekly, *throughout the course.*

PREPARATORY DEPARTMENT.

CLASSICAL COURSE.

Junior Year.

First Term.—Latin Grammar and Reader Commenced—Harkness. English Grammar; Arithmetic.

Second Term.—Latin Reader—Harkness. English Analysis; Arithmetic.

Third Term.—Latin Reader—Harkness. Latin Prose Composition to Part II.—Harkness. United States History; Elocution and Orthography.

Middle Year.

First Term.—Cæsar, one book—Chase and Stuart. Latin Prose Composition to Lesson 54—Harkness. Greek Grammar—Hadley. Greek Lesson—Boise. English Language.

Second Term.—Cicero, two Orations—Chase and Stuart. Latin Prose Composition to Lesson 68—Harkness. Greek Lessons—Boise. History of Rome—Smith.

Third Term.—Cicero, two Orations—Chase and Stuart. Latin Prose Composition to Part III.—Harkness. Xenophon's *Anabasis*—Boise. History of Greece—Smith.

Senior Year.

First Term.—Virgil, two books—Chase and Stuart. Anabasis—Boise. Science of Government—Alden.

Second Term.—Virgil, two books—Chase and Stuart. Anabasis; Algebra.

Third Term.—Sallust, Conspiracy of Catiline—Chase and Stuart. Homer's Iliad, two books—Boise. Algebra.

SCIENTIFIC COURSE.

The course preparatory to entering the Scientific Department coincides with the First Year of the Normal Course.

LADIES' COURSE.

The course of preparation for the Ladies' Department coincides with the Junior Year of the Classical Course, except that two terms of Algebra are substituted for Elocution and one term of Arithmetic.

NORMAL COURSE.

First Year.

First Term.—Arithmetic—Robinson. Geography—Guyot. English Grammar—Harvey.

Second Term.—Algebra—Robinson. Arithmetic—Robinson. English Analysis.

Third Term.—Algebra. History of the United States. Natural Philosophy, Elocution and Orthography.

Second Year.

First Term.—English Language. Book-keeping. Science of Government—Alden.

Second Term.—Physiology and Hygiene. Physical Geography—Ansted. Evidences of Christianity—Hopkins. Drawing.

Third Term.—Botany—Gray. Zoölogy. Evidences of Christianity—Hopkins. Moral Philosophy—Fairchild.

ENGLISH COURSE.

Besides the above courses, all the branches usually taught in High Schools and Academies are taught in this department.

Lessons in English Bible and Rhetorical Exercises weekly for all the students in Preparatory Department.

The following is a near estimate of the necessary expenses of a term of twelve weeks:

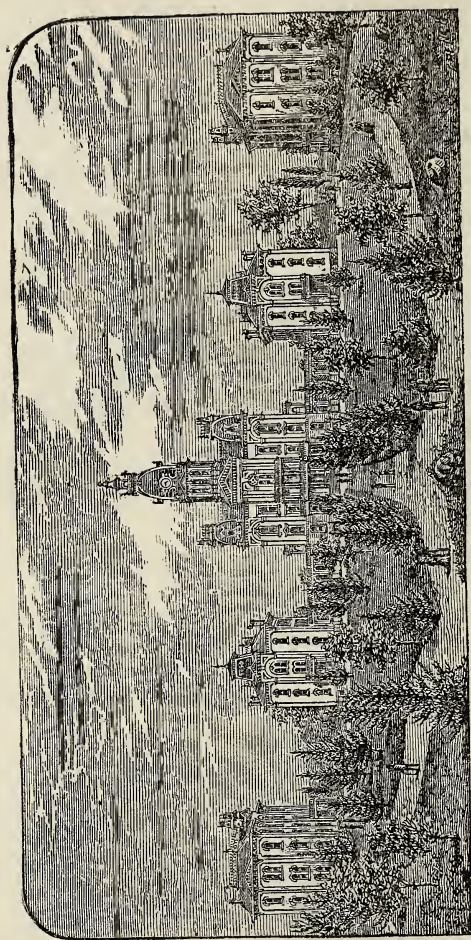
Tuition.....		\$4 00
If a scholarship is used, about.....	\$2 50	
Incidentals.....	1 00 to	1 00
Board \$2.00 to \$2.50 per week.....	24 00 to	30 00
Room rent.....	3 00 to	9 00
Lights and washing.....	3 00 to	8 00
Books and stationery.....	4 00 to	8 00
Fuel to be had for the cutting.....	2 00 to	4 00

Thorough instruction in vocal music free to all.

This school was founded some fifteen years ago, in a new and unsettled portion of the State, and has, in consequence, had to struggle with the disadvantages of an undeveloped region. The difficulties experienced in reaching the school have rendered its growth somewhat slow, but none the less sure, and although it has had to contend with losses by fire and other hindrances which have materially retarded its progress, yet the sphere of its influence is yearly becoming more extended. From the very nature of the case, the wants of this region preclude the possibility of a strict adherence to a prescribed curriculum of study, and hence the character of the school is largely determined by the ability of its students. While Grand Traverse College is emphatically a school for *all*, its more especial work is to afford a thorough, practical education to those who are preparing themselves for teachers. A large majority of the pupils at present in attendance have either taught or are expecting to become teachers. The students, for the most part, are accommodated in private families, where they experience the benefits of an almost parental supervision and care. The religious sentiment, which pervades the place, also exerts upon the student a most wholesome influence. The work of the school is performed by three regular teachers. The winter term begins on the second of January. If the calls were relieved from the taxes upon its real estate, it would be oppressed by no very serious burden. The school is at present in a growing condition, and its founders may confidently look forward to its future as one of promise and success.

BENZONIA, December 17th, 1877.

W. D. PAINTER,
Acting President.



HILLSDALE COLLEGE.

HILLSDALE COLLEGE.

REPORT OF THE PRESIDENT.

Hon. H. S. Tarbell, Superintendent of Public Instruction :

SIR,—In accordance with section 3,788, chapter 141, of the Compiled Laws of Michigan of 1871, I submit the following report of the condition of Hillsdale College :

CLASSES.

Graduates of the year 1877.....	17
Whole number of graduates for previous years.....	376
Seniors (class of 1878).....	22
Juniors.....	17
Sophomores.....	33
Freshmen.....	36
Senior Preparatory Class.....	41
Middle Preparatory Class.....	15
Junior Preparatory Class.....	61
Electives.....	6
English and Normal Students.....	113
Department of Theology.....	27
Commercial Department.....	69
Department of Music.....	90
Art Department.....	17

BOARD OF TRUSTEES.

Daniel Beebe, Hillsdale; Henry J. King, Hillsdale; Charles T. Mitchell, Hillsdale; Rev. I. Z. Haning, Rio Grande, Ohio; Rev. David L. Rice, Hillsdale; Rev. Charles B. Mills, Mayville; James W. Winsor, Hillsdale.

TERM EXPIRES JUNE, 1879.

Rev. George S. Bradley, A. M., Wilton, Iowa; Rev. DeWitt C. Durgin, D. D., Hillsdale; Caleb C. Johnson, M. D., Hillsdale; Hon. John P. Cook, Hillsdale; Col. Frederick M. Holloway, Jonesville; Leonard Olney, Hillsdale; Hon. Daniel L. Pratt, Hillsdale.

TERM EXPIRES JUNE, 1880.

Horace Blackmar, Hillsdale; Rev. James B. Drew, A. M., Jackson; Rev. Isaac D. Stewart, A. M., Dover, N. H.; Rev. Ransom Dunn, D. D., Hillsdale;

Hon. Ezra L. Koon, Hillsdale; Rev. Richard L. Howard, A. M., Lewiston, Maine; Rev. David M. Stuart, A. M., Pike, N. Y.

TERM EXPIRES JUNE, 1881.

Rev. George R. Holt, B. D., Rome Center; John C. Patterson, A. M., Marshall; Rev. Franklin P. Augir, Onarga, Ill.; Rev. Chauncey Reynolds, Hillsdale; Rev. Samuel F. Smith, Fairbury, Neb.; Nicholas Vineyard, Hillsdale; Hon. Henry Waldron, Hillsdale.

TERM EXPIRES JUNE, 1882.

Charles P. Griffin, Toledo, O.; Rev. Daniel M. Graham, D. D., Chicago, Ill.; Col. Frederick Fowler, Reading; Barber Perkins, Coldwater; Dan. M. Harvey, Newburgh; Rev. Geo. H. Ball, D. D., 37 Park Row, N. Y.; Frank P. Wells, Lansing.

Officers of the Board of Trustees.

Hon. Henry Waldron, Chairman; Hon. Charles B. Mills, Secretary and Treasurer.

Prudential Committee.

D. W. C. Durgin, Chairman; John P. Cook, Charles T. Mitchell, Henry Waldron, Leonard Olney, James W. Winsor, Caleb C. Johnson, Ezra L. Koon, David L. Rice, Hon. Henry Waldron, Auditor.

Librarian, Rev. John S. Copp, A. M.; Steward and Janitor, Charles H. Sayles.

FACULTY OF INSTRUCTION AND GOVERNMENT.

Rev. DeWitt Clinton Durgin, D. D., President, Professor of Mental, Moral and Political Philosophy.

Rev. Ransom Dunn, D. D., Burr Professor of Systematic and Pastoral Theology.

Daniel Moses Fisk, A. M., Professor of Chemistry and Natural History.

Rev. John Jay Butler, D. D., Professor of Sacred Literature.

Rev. John Scott Copp, A. M., Alumni Professor of Logic and Belles-Lettres.

Miss Mary Bassett Phillips, A. M., Principal of the Ladies' Department, and Instructor in Modern History and French.

John Henry Butler, A. M., Professor of the Latin Language and Literature.

Arthur Edwin Haynes, M. S., Fowler Professor of Mathematics and Physics.

Joseph William Mauck, A. M., Professor of the Greek Language and Literature.

Alexander Campbell Rideout, LL. D., Principal of Commercial Department and Professor of Commercial Law.

Warren Allen Drake, A. M., Associate Principal of Commercial Department and Instructor in Commercial Arithmetic and Penmanship.

—————, * Marks Professor of Homiletics.

George Balthazar Gardner, Instructor in Painting and Drawing.

Melville Warren Chase, Instructor in Instrumental and Vocal Music.

Bessie Brewster Rideout, Instructor in Telegraphy.

Alma Henrietta Fisk, A. M., Instructor in Ancient History.

Hon. Daniel L. Pratt, Lecturer on Real and Personal Property.

John C. Patterson, A. M., Lecturer before Senior Class on Constitutional Law.

FINANCIAL STATEMENT.

The real estate owned by this institution consists of the College Campus of twenty acres, beautifully located in the city of Hillsdale, and five buildings situated thereon, which, with the Cabinet, Museum, Instruments, Library, and other movable property, are estimated at not less than.....		\$130,000 00
Funds invested in real estate securities as shown by the last annual report.....		86,540 75
Additional nominal endowment, consisting of notes, pledges, and subscriptions		75,366 88
Making a total of.....		<hr/> \$291,907 63
From which deduct indebtedness.....		8,000 00
		<hr/> <hr/> \$283,907 63

A large part of this nominal endowment is at present unproductive, and much of it can never be collected.

The actual income as reported last year was only \$10,763.63.

The necessity for a larger productive endowment is deeply felt.

CONDITIONS OF ADMISSION.

The regular examination for admission to the Freshman Class will begin at 9 A. M. on Monday, September 9th, 1878, at which all candidates must be present.

The examinations will be written and oral, and candidates will assemble in the President's room, No. 9 College Hall.

Candidates must be at least fourteen years of age, and must present testimonials of good character, and those from other institutions must bring certificates of honorable dismission.

Candidates for the degree of Bachelor of Arts are admitted to the Freshman Class on satisfactory examination in the following studies:

Latin.—1. Latin Grammar, including Prosody; 2. Latin Prose Composition; 3. Cæsar, three books; 4. Virgil, six books; 5. Cicero, six orations.

Greek.—1. Greek Grammar and Lessons; 2. Xenophon's Anabasis, two books; 3. Greek Prose Composition.

English.—1. Arithmetic, completed; 2. Algebra, as far as Ratio and Proportion; 3. English Grammar; 4. Geography; 5. Composition and Rhetoric; 6. Plane Geometry; 7. Ancient History; 8. United States History.

Modern Languages.—One year of either French or German.

Candidates for the degree of Bachelor of Science are admitted to the Freshman Class on satisfactory examination in

Latin.—1. Latin Grammar; 2. Latin Prose Composition; 3. Cæsar, three books; 4. Virgil, two books.

English.—1. Arithmetic, completed; 2. Algebra, as far as Ratio and Proportion; 3. English Grammar and Analysis; 4. Composition and Rhetoric; 5. Elementary Philosophy; 6. Geography; 7. Plane Geometry; 8. Ancient History; 9. United States History.

Candidates for admission to advanced standing, *whether from another College or not*, will pass examinations:

1. In all the studies required for admission to the Freshman Class.

2. In all the *required* studies already gone over by the class for which they present themselves.

The importance and necessity of the most thorough preparation in the above studies is here clearly stated, as the College publishes no requirements for admission that will not be rigidly exacted on entrance, and announces no course of studies thereafter that is not fully carried out.

COURSE OF INSTRUCTION.

I. FOR THE DEGREE OF BACHELOR OF ARTS.

Freshman Year.

Fall Term.—Tusculan Disputations—Chase and Stuart; Herodotus—Mather; Solid Geometry—Olney; Greek Prose Composition—Boise.

Winter Term.—Livy—Chase and Stuart; History of Rome—Merivale; Homer's Iliad—Boise; University Algebra—Olney.

Spring Term.—Horace—Chase and Stuart; Memorabilia—Robbins; Trigonometry—Olney; History of Greece—Cox.

Sophomore Year.

Fall Term.—Antigone—Woolsey; Mechanics—Olmstead; Inorganic Chemistry—Barker.

Winter Term.—Tacitus, Germania et Agricola—Tyler; Physics—Olmsted; Mineral Chemistry—Lectures; Laboratory Practice—Optional.

Spring Term.—Thucydides or Demosthenes; Astronomy—Snell's Olmsted; Organic Chemistry—Lectures.

Junior Year.

Fall Term.—Juvenal—Elective with General Geometry; Logic—Jevons; Human Physiology—Lectures.

Winter Term.—Plato, Apologia—Elective with Calculus; Rhetoric—Day; Comparative Zoölogy—Orton.

Spring Term.—Demosthenes or Gorgias—Elective with Calculus; Philology—Whitney; Geology—Dana.

Senior Year.

Fall Term.—Intellectual Philosophy—Porter; Evidences of Christianity—Hopkins; History, Mediæval and Modern—Swinton.

Winter Term.—Butler's Analogy—(one-half the term); Æsthetics (one half the term); Political Economy—Perry; History of Civilization—Guizot.

Spring Term.—Moral Philosophy—Hopkins; English Literature—Taine; History, Development of U. S. Constitution.

Original Essays, Speeches, etc., through the Junior and Senior years.

II. FOR THE DEGREE OF BACHELOR OF SCIENCE.

Freshman Year.

Fall Term.—Virgil—Chase and Stuart; Solid Geometry—Olney; French Grammar—Ploetz.

Winter Term.—Cicero—Chase and Stuart; Latin Prose Composition—Harkness; University Algebra—Olney; French, Napoleon and L'Histoire de France.
Spring Term.—Cicero—Chase and Stuart; Trigonometry, Surveying with Field Practice; French, Racine—Fasquelle.

Sophomore Year.

Fall Term.—Tusculan Disputations—Elective with General Geometry; Inorganic Chemistry—Barker; German Grammar—Otto.

Winter Term.—Livy—Elective with Calculus; History of Rome—Merivale; Mineralogy—Lectures; German Reader—Evan's Otto; Laboratory Practice—Optional.

Spring Term.—Horace—Elective with Calculus; Organic Chemistry—Lectures; German, Faust.

Junior Year.

Fall Term.—Logic—Jevons; Mechanics—Olmsted; Human Physiology—Lectures.

Winter Term.—Rhetoric—Day; Physics—Olmsted; Comparative Zoology—Orton.

Spring Term.—Philology—Whitney; Astronomy—Snell's Olmsted; Geology—Dana.

Senior Year.

Fall Term.—Intellectual Philosophy—Porter; Evidences of Christianity—Hopkins; Mediæval and Modern History—Swinton.

Winter Term.—Æsthetics—(One-half the term); Butler's Analogy—(One-half the term); Political Economy—Perry; History of Civilization—Guizot.

Spring Term.—Moral Philosophy—Hopkins; English Literature—Taine; History, Development of the U. S. Constitution.

Themes, declamations, etc., through the Junior and Senior years.

Instruction is given in the above studies only at the time specified, and students are required to observe this order *without omission or transposition*.

EXAMINATIONS.

Written or oral examinations for regular promotion are required on the completion of every study; *and the pursuance of a study during the whole or a part of a term will in no case entitle the student to class promotion without his having passed a satisfactory examination therein*; and no student is allowed to present himself for examination for promotion who has not obtained an average of 70 per cent. of the maximum mark (10) during the entire term.

COLLEGE PREPARATORY DEPARTMENT.—COURSE OF INSTRUCTION.

CLASSICAL.

Junior Preparatory Year.

Fall Term.—Latin Grammar—Harkness; Composition and Rhetoric—Hart; Ancient History—Swinton.

Winter Term.—Latin Reader—Harkness; Elementary Philosophy—Norton; Roman History—Swinton.

PUBLIC INSTRUCTION.

Spring Term.—Latin Reader—Harkness; Latin Prose Composition—Harkness; Botany—(One-half term); United States History—(One-half term).

Middle Preparatory Year.

Fall Term.—Cæsar—Chase and Stuart; Latin Prose Composition—Harkness; Greek Grammar—Hadley; French or German.

Winter Term.—Cæsar—Chase and Stuart; Greek Lessons—Boise; French or German.

Spring Term.—Virgil—Chase and Stuart; Anabasis—Boise; French or German.

Senior Preparatory Year.

Fall Term.—Virgil—Chase and Stuart; Anabasis—Boise; Introduction to Algebra—Olney.

Winter Term.—Cicero—Chase and Stuart; Latin Prose Composition—Harkness; Anabasis—Boise; University Algebra (begun)—Olney; Greek Prose Composition—Jones.

Spring Term.—Cicero—Chase and Stuart; Greek Prose Composition—Jones; Plane Geometry—Olney.

SCIENTIFIC.

Junior Preparatory Year.

Fall Term.—Latin Grammar—Harkness; Ancient History—Swinton; English Grammar—Kerl.

Winter Term.—Latin Reader—Harkness; Roman History—Swinton; Arithmetic—Olney.

Spring Term.—Latin Reader—Harkness; Latin Prose Composition—Harkness; English Grammar—Kerl; Arithmetic—Olney.

Senior Preparatory Year.

Fall Term.—Cæsar—Chase and Stuart; Latin Prose Composition—Harkness; Composition and Rhetoric—Hart; Introduction to Algebra—Olney.

Winter Term.—Cæsar—Chase and Stuart; Elementary Philosophy—Norton; University Algebra (begun)—Olney.

Spring Term.—Virgil—Chase and Stuart; United States History—(first half of term); Botany—Gray—(last half of term); Plane Geometry—Olney.

ENGLISH STUDIES.

Classes are formed each term in Arithmetic and English Grammar.

Book Keeping, Penmanship, Drawing and Elocution are taught in other departments of the College each term.

ENGLISH AND NORMAL COURSE.

This course will include all the branches necessary in order to receive certificates for teaching. Classes will be organized in this department each term, and, during the fall and spring terms, instruction will be given upon the organization of schools and classes, and the best methods of teaching; also in U. S. Government, General History, English Literature and Moral Philosophy.

Those who shall pass an examination in the following studies, having spent at least two terms in this Institution, will be entitled to a diploma indicating the completion of the course and literary fitness for teaching.

For admission: Reading, Orthography, Geography, Grammar through Etymology, Arithmetic through fractions, U. S. History.

In course: Grammar, two terms; Arithmetic, two terms; Composition and Rhetoric, Elementary Philosophy, Penmanship and Drawing, Botany, Physical Geography; Algebra, two terms; Plane Geometry, Anatomy and Physiology.

THEOLOGICAL DEPARTMENT.

COURSE OF STUDY.

Junior Year.

Harmony of the Gospels, Acts and Epistles; Hebrew Grammar, and Exegesis of the Old Testament Scriptures; Sacred Antiquities; Mental Philosophy; Logic; Rhetoric; Butler's Analogy; Moral Philosophy; English Literature.

Middle Year.

Evidences of Christianity; Lectures on Natural and Systematic Theology; Existence and Attributes of God; Authenticity and Inspiration of the Bible; Works and Government of God; Nature and Fall of Man; Moral Agency; The Atonement; Repentance; Regeneration; Justification; Sanctification; Canon of the Old and New Testament; Ecclesiastical History; Ancient Mediæval, and Modern Church; History of Doctrines.

Senior Year.

Systematic Theology; The Sabbath; Prayer; The Ministry; Christian Ordinances; The Resurrection; Final Judgment; Future State of Rewards and Punishments; Pastoral Theology; Work of the Christian Minister in the Pulpit, Prayer Meeting, Sabbath School, Revivals, Missions, etc.; Homiletics; Preparation of Plans of Sermons; Essays upon Pastoral Work.

TERMS OF ADMISSION.

This Department is open to any person of Christian character, who wishes to take a theological course of study, and whose education qualifies him to pursue the course with profit.

Candidates for admission are expected to be present on the first day of the Academic Year.

EXPENSES.

Tuition is free to all persons who are members in good standing in any evangelical denomination, and tuition is free to students in other departments of the College who are preparing for the work of the gospel ministry.

AID.

Pecuniary assistance is furnished to students who are preparing for the ministry and are needy, and, so far as practicable, opportunities for remunerative preaching are obtained for them. The means thus provided, together with what may be earned during the vacations, are usually sufficient to support the student through the year.

LIBRARY.

The College has a well-selected library, to which additions are frequently made. This is accessible to the students in theology, free of charge. The

PUBLIC INSTRUCTION.

Theological Department has also a valuable library, especially adapted to its wants, and a fund for its constant increase.

ENGLISH COURSE.

This course embraces all the studies of the regular course, except the Ancient Languages. A special course is allowed, under the direction of the Faculty, to those whose circumstances preclude them from the other courses.

GRADUATION.

A Diploma is given to those who complete either prescribed course of theological study and pass satisfactory examinations in the same. The degree of Bachelor of Divinity is conferred on those who complete the regular course.

TERMS AND VACATIONS.

These are the same as those in the other departments of the College. (See Calendar.)

MINISTERS' INSTITUTE.

Arrangements have been made for holding a ministers' institute two weeks at the opening of each year of this Department, under the auspices of the Western Education Society.

COMMERCIAL AND TELEGRAPHIC DEPARTMENT—GENERAL INFORMATION.

This department is provided with excellent facilities for pursuing Commercial, Telegraphic, and Penmanship Courses.

PREPARATION.

A fair knowledge of the common English Branches is required to enter either the Commercial or Telegraphic Course.

TIME TO ENTER.

Students can enter at any time.

LENGTH OF TIME REQUIRED.

The Commercial Course can, in some cases, be completed in three months, but most students should spend from four to five months in study and practice. The Telegraphic Course requires from five to eight months.

DIPLOMAS

are awarded to graduates.

VACATION.

There will be a vacation during the summer months corresponding to that of the College proper, but classes in this department will not be interrupted by the short vacations between the terms.

TUITION

payable in advance, at the Office of the Department, by purchase of Scholarships or Admission Cards.

Scholarship for Commercial Course, giving the holder the privilege of completing the Course at pleasure, and reviewing without charge, including Business Penmanship.....	\$30 00
Telegraphic Course, Theoretical and Practical (sound).....	35 00
Joint Commercial and Telegraphic Scholarships (sound).....	<u>55 00</u>

Penmanship and Telegraphic Book-keeping free to Telegraphic Students one hour per day during the course.

Students entering for the Commercial or Telegraphic Course are required to pay the regular Matriculation Fee (\$3), and Library and Reading Room tax of fifty cents for gentlemen and twenty-five cents for ladies.

PENMANSHIP.

Twenty Lessons (one hour each).....	\$2 00
Forty Lessons (one hour each).....	3 50
Sixty Lessons—twelve weeks—(one hour each).....	5 00
One month (constant practice).....	6 00
Two months (constant practice).....	10 00
Teachers' Course in Practical (time unlimited).....	15 00
Course in Ornamental.....	20 00
Both Practical and Ornamental.....	30 00
Commercial Course and Teachers' Course in Practical Penmanship (both Scholarships for unlimited time).....	<u>40 00</u>

Scholarships are not transferable.

BOOKS AND STATIONERY.

For the Commercial Course, from \$12.00 to \$15.00. Telegraphic Course, from \$1 to \$1.50.

All amounts received for Scholarships from residents of Hillsdale county will be devoted to the new building now occupied by this department. Those who attend the department will not only pay for tuition, but for a fine public building, at the same time, with the same money that would pay for tuition alone, elsewhere.

The Commercial Course embraces Commercial Law, Political Economy, Book-keeping, Penmanship, and Commercial Arithmetic.

Book-keeping, as studied in connection with the course, exhibits the entire process of opening, conducting and closing about forty sets of Stock and Partnership Books, with the most approved forms for keeping accounts by Single and Double Entry, in the various departments of trade.

In working these sets the student makes out his Journal,—in most of the sets, Day-Book also, and posts to his Ledger, keeping all the auxiliary books, and writing out every kind of Commercial Paper, including Contracts, Promissory Notes, Checks, Drafts, Bills of Exchange, Orders, Receipts, Due-bills, Accounts Current, Account Sales, Bills of Parcels, Invoices, and Bills of Lading.

Among the kinds of business which the practice in Book-keeping comprises, are Wholesale and Retail Merchandising, Commission, Compound Company and Joint Stock business, Banking, Steamboating, Railroadings, Manufacturing, Jobbing, Brokerage, and Exchange.

Instruction is given orally to classes and to individuals separately, and their work criticised and corrected.

The Course is divided into three divisions, as follows:

FIRST DIVISION.

Day book; Journal; Ledger; Trial Balance; Analysis; Commercial Paper; Commercial Arithmetic—Crittenden; Penmanship; Commercial Law—Parsons; Political Economy—Perry.

SECOND DIVISION.

Full Journal; Cash Book; Special Column Journal; Commission Sales Book; Executors' and Administrators' Accounts; Changing Sets of Stock Books from Single to Double Entry; Changing Sets of Partnership Books from Single to Double Entry; Changing Sets of Stock and Partnership Books from Double to Single Entry; Shipments; Commercial Paper; Consignments; Correspondence; Commercial Law; Political Economy; Commercial Arithmetic; Penmanship.

THIRD DIVISION.

Compound Company Accounts, Half System; Compound Company Accounts, Whole System; Railroadings; Steamboating; Banking; Brokerage; Life Insurance; Fire Insurance; Penmanship; Commercial Arithmetic; Political Economy; Commercial Law.

TELEGRAPHY.

Theoretical and Practical Telegraphy is taught by the Principal—a sound operator of years' experience, aided by practical assistants.

FACILITIES.

The telegraphic apparatus is very large, embracing every kind of instrument in use on the lines in this country, in connection with which there is a good collection of electrical instruments quite sufficient to fully illustrate every principle of electricity which would in any wise interest or benefit the student of telegraphy. In the practice, students are drilled first on short circuits confined to the College building, then upon the College line, having five separate offices, distant from each other a quarter of a mile, and provided with all necessary office supplies, such as blank record books, printed message blanks, tariff books, blank reports, and train order blanks.

Additional to these facilities advanced students are permitted to copy from an actual business circuit over 300 miles long, thus becoming accustomed to the writing and methods of doing business of a large body of operators, among whom are some of the best qualified in the service. They are enabled to gain a practical experience not attainable in any other way.

MUSIC DEPARTMENT.

TUITION.

(Payable in advance.)

For Piano, Organ, Harmony, or Voice Building—	
Ten weeks (twenty lessons)-----	\$12 00
Ten weeks (ten lessons)-----	6 50
For Elementary, or Advanced, Singing Class—	
Five weeks (twenty lessons)-----	1 00

THE COURSE

Of instruction for the Pianoforte includes Technical Studies with reference to Fingering, Quality of Tone, and Phrasing,—comprising the first three grades of the New England Conservatory Method, with Kohler's Op. 128, Heller's Op. 45 and Op. 16, and Cramer's Studies. These are supplemented by selections from the works of Beethoven, Mozart, Haydn, Clementi, Dussek, Kuhlau, Steibelt, etc., with such a variety of modern compositions as shall thoroughly establish a taste for the best music.

The studies used in other departments are for—

Voice Building.—Streeter's Exercises, Vaccai—Practical Method, Bonaldi—Six Studies.

Church Organ.—Zundel's School, Thayer's Art of Organ Playing.
Parlor Organ.—Merz' Modern Method.

Harmony.—Richter's Manual, Palmer's Theory of Music.

Singing Class.—Mason's Charts, Streeter's Primary Elements, Emerson's High School Choir.

The Beethoven Society affords opportunity for advanced singers to become familiar with much of the best classic music.

Its library contains—The Opera Chorus Book, The Boston Glee Book, Brainard's Chorus Gems, The Choir Chorus Book, Tourjee's Chorus Choir, Zundel's New Introit, Emerson's Chants and Responses, Morrison's Church Music, and many selections from Oratorios, Masses, and the best English Glee Music.

ART DEPARTMENT.

TUITION.

(Payable in advance.)

Oil Painting (twenty lessons).....	\$12 00
Water Colors (twenty lessons).....	12 00
Crayon (black or in colors).....	10 00
Higher Drawing and Perspective (for twenty lessons).....	8 00
Same in Class for College Term.....	8 00

NOTE.—The new Art Gallery and Studio, in Fine Arts Hall, is now occupied, and offers advantages to art students superior to any enjoyed since the founding of an Art Department in connection with this Institution.

It is the aim of the instructor in this department, while laying the foundation for true artistic culture in connection with classical and scientific education, to develop and advance original talent, so as to continually add, in the future as in the past, to the list of professional artists of our land.

Funds are much needed and earnestly solicited to add to the pictures already in the gallery, as well as to provide casts, manikins and other necessities in an art school.

Prof. Gardner will cheerfully answer correspondence and give any additional information desirable.

GENERAL INFORMATION.

LOCATION.

Hillsdale, the seat of Hillsdale College, is a flourishing city in southern Michigan. By means of the Lake Shore & Michigan Southern, and Detroit, Hillsdale & Southwestern Railroads, which pass through it, communication is had with all parts of the country. By these routes it is one hundred and eighty miles east of Chicago, sixty west of Toledo, and eighty southwest of Detroit. The College buildings, located on College Hill, beautifully overlook the entire business portion of the city, and yet are sufficiently removed to secure quiet.

BUILDINGS.

The magnificent suite of buildings, now completed, occupies the center of a park of twenty-five acres, adorned with well-grown shade trees and evergreens.

The colleges are all of brick, three stories high, with basements, and are arranged on three sides of a quadrangle, the principal front facing the south.

The center building, College Hall, 80x80, contains the Chapel, 60x66, Library and Reading room, 60x30, President's room, Treasurer's Office, four classical, and two mathematical recitation rooms. The building is of composite style of architecture, and is surmounted by a dome containing a 2,500 lb. bell, and a large four dial tower clock. The turret deck above the dome (accessible to visitors) rises 125 feet over the foundation, and commands one of the finest views in southern Michigan.

The extreme west building, Knowlton Hall, 48x72, contains the Museum of Natural History, 48x30 (two stories); the Chemistry amphitheatre; two fire proof chemical laboratories; the Alumni Hall; and three large and elegantly furnished Literary Society Halls.

The extreme east building, Fine Arts Hall, 48x72, contains the Philosophical amphitheatre and apparatus room; the Lady Principal's recitation room; one Classical recitation room; Art Gallery; Studio; Music room; Beethoven Hall; and two Ladies' Society Halls.

The ladies' dormitory building, 80x60, is the "East Hall and connection" of the former building (the centre and west wing of which were burned March 6, 1874). It contains the College parlor; Lady Principal's office and rooms; dormitories for fifty ladies; the Dining Hall, kitchen, etc.

The Dining Hall has been permanently removed from the basement to the first floor.

Griffin Hall, 52x72, now occupied for the first time, contains the recitation rooms and offices of the Department of Commerce and Telegraphy, including a Lecture room, 36x50; a Practice and Apparatus room; a large Writing Hall; a Battery room; offices, and twenty-seven suites of gentlemen's dormitories. This hall is finished internally with great beauty, and, as a residence for undergraduates, offers the quiet, elegance and conveniences of a costly home at a price within the reach of every student.

The five buildings extend from north to south 192 feet, and from east to west 496 feet, and contain 50 per cent more room than the former building. All the rooms and halls are lighted by gas, and warmed and ventilated in the most approved manner.

Most of the Recitation rooms are on ground floors, and the different halls are connected by well raised plank walks, so that the health of no student occupying the colleges need be endangered by damp walking or stair-climbing.

LIBRARY AND READING-ROOM.

The library contains 6,200 volumes, exclusive of pamphlets and unbound books, and is constantly increasing from the income of the Library Fund—the interest upon which is exclusively devoted to purchase of books. The Library occupies two large and well-lighted rooms in College Hall, and contains, besides the College Library proper, four society libraries, the Library of the Theological Department, the Thompson donation and the Day collection. The Library tables are well supplied with American and foreign current literature. All students have access to the Library, which is open daily (except Sundays) from 12½ to 2½ and from 6 to 7 P. M. for the use of gentlemen, and from 3 to 5 P. M. for the use of the ladies.

MUSEUM OF NATURAL HISTORY.

By the burning of the College Museum, the Natural History Collections were totally destroyed. But the generous and valuable contributions of other Colleges, the Alumni, and friends have already made more than a beginning in the work of restoration.

While some valuable mineral specimens were lost that will not soon be replaced, yet the new collection is already more complete in certain departments than before the fire.

Acknowledgement is given for many valuable donations the past year, and the trustees solicit further contributions from the friends of the College. It is their wish to increase greatly the present collections by additions in all departments. Donations of specimens illustrating Geology, Mineralogy, Natural History, Coins, Curiosities, Antiquities, and the Industrial Arts, are earnestly requested. Ample rooms are provided in Knowlton Hall for the proper preservation of such specimens.

But it is with sincere regret that we must announce that there is no fund for furnishing the Museum with wall cases, jars, alcohol, etc. The department is still without these indispensable furnishings. Has not the Department of Natural History friends who will help us this year with money to supply this pressing want? Thousands of valuable specimens are now the property of the College. These must remain boxed and useless, or lie exposed to dust and injury on tables or floors. Shall this continue longer?

LABORATORIES, APPARATUS, ETC.

The fire-proof chemical laboratories are furnished with all necessary apparatus, chemicals, water, gas, etc., for the use of students in practical chemistry. The Department of General Chemistry has a large list of typical chemicals, displayed uniformly, with which every student is required to familiarize himself.

All instruction, requiring experiments or demonstration, is given in amphitheatres with raised seats—securing the most thorough and unobstructed view of dissections, charts, manipulations, etc.

All the Departments of Physical Science are well supplied with apparatus, including a refracting telescope—five inch aperture; a theodolite (classes are instructed in the practical use of these instruments by several weeks of actual practice); a large Holtz electric machine; a *Porte Lumiere*, with several hundred sliders, astronomical, geological, etc., etc.; a series of astronomical charts and maps (with the Harvard views); one hundred colored anatomical charts; ten large geological paintings (by Prof. Gardner); a geological map of the United States (on a scale of twenty miles to the inch); a geological chart

(after Prof. Newberry), thirteen feet by thirteen; the centennial map of the United States; Kiepert's wall maps of Greece, Italy, etc.

We believe it is true that those departments even, that lost all by the College fire, are now more fully equipped with apparatus, and possess more varied and convenient appliances for work than before.

EXPENSES.

While the College claims to furnish a beautiful home for its students, to give thorough instruction and healthy Christian surroundings, it would call attention to the fact that these advantages are secured at less expense than at most other schools.

The matriculation fee is \$3.00, and is, of course, paid but once: Tuition is \$1.00 a term, or to those having scholarships, free. Gentlemen pay \$3.50 a term for incidentals; ladies, \$2.25. There are no other college charges.

BOARD AND ROOMS.

Rooms are rented in East Hall (ladies') as follows: Each lady pays from \$3.50 to \$5.00 a term for a room, whether with a room-mate or not. The rooms are uniformly fourteen feet by ten feet three inches (carpet measure), beside a commodious closet, and an adjoining room for fuel, trunks, etc.

Table board (commons), in the same hall, from \$2.00 to \$2.25 a week. The average for the last year has been \$2.15 a week.

The rooms are furnished with stoves, bedsteads, tables and chairs. Each student furnishes her own bed and bedding, light, wood, etc.

Students whose circumstances require it are permitted to board themselves.

Ladies who are not residents of the city are required to room in the College, unless permission from the Lady Principal be obtained to room elsewhere. Entering students will bear this rule in mind before securing rooms in town.

City board, in private families, varies from \$3.50 to \$4.50 a week, including table-board, room, care of room, and washing of bed linen.

The actual average of expenses for one year, obtained from returns made by a large number of students, is less than \$200.00, including all necessary expenses—as tuition, books, room-rent, board, wood, lights, washing, and traveling expenses.

GRADUATION HONORS.

On and after the commencement of 1879 the Valedictory Oration will be assigned as the highest academical honor of the College, to that student, without regard to course, who shall have maintained the highest excellence in scholarship during his college course, joined with unexceptionable deportment and character.

The Salutatory Oration will be assigned as the second honor; the Classical Oration as the third, and the Philosophical the fourth.

CLASS HONORS.

Public honors, of two grades, will be conferred on and after the commencement of 1879, for highest excellence in scholarship in the following studies:

- 1, The Latin Language; 2, The Greek Language; 3, Pure and Applied Mathematics; 4, Modern Languages; 5, Chemistry and Natural History; 6, Logic and Belles-Letters.

The names of honor students will so appear in the Annual Catalogue of the College.

RELIGIOUS SERVICES AND LECTURES.

All students are required to attend prayers daily in the Chapel, and public worship on the Sabbath at the College church or at such churches of the city as may be selected by parents, or by students, with the approval of the Faculty.

While attendance on the students' weekly prayer meeting is entirely voluntary, it is a gratifying fact that these meetings are very largely attended, and it will ever be a pleasant memory to the Christian students of the past year to know that more than one-half of the unconverted students have, during their recent connection with the College, laid the sure foundations of a better manhood in a Christian consecration.

The Thursday afternoon lecture is not limited to religious topics, but is intended to be general in its range of discussion.

Lectures on the History of Astronomy are given weekly before the Astronomy class.

The lectures on Theology, in the Theological School, are open to the attendance of all who may choose.

DEGREES.

I. To Classical Graduates, in full and regular standing, the Board of Trustees grant Diplomas conferring the academic degree of Bachelor of Arts.

II. To Scientific Graduates the Trustees grant Diplomas conferring the degree of Bachelor of Science.

III. To Graduates completing the full Theological Course the Trustees grant Diplomas conferring the degree of Bachelor of Divinity.

IV. To Bachelors of Arts or Science, of one year's post-graduate residence and study, or to Bachelors of three years, the Trustees grant the respective Master's Degree in Course.

LITERARY SOCIETIES.

The gentlemen have three well sustained Literary Societies—The Amphietyon, the Alpha Kappa Phi, and the Theological.

The ladies have two societies—The Ladies' Literary Union, and the Germanæ Sodales, which are also well sustained.

These societies have separate rooms.

TRIENNIAL CATALOGUE.

The College publishes no Triennial Catalogue, but its place is filled by the admirable compilation of the Alumni Association, the "Quinquennial Record." This record contains the names of all graduates, their degrees, place of birth, present address, occupation, etc., etc. The last number may be obtained of the Alumni Professor, or of Mr. Elon G. Reynolds, A. M., its compiler—(price 25 cents).

Respectfully submitted.

DE WITT C. DURGIN,
President.

HOPE COLLEGE.

REPORT OF PRESIDENT.

Hon. Horace S. Tarbell, Superintendent Public Instruction :

The undersigned begs leave to present the annual report of Hope College, as follows :

I. REAL ESTATE.

1. *Occupied real estate.* This remains about the same as in previous reports, consisting chiefly of the College campus, on which are the buildings in use.
2. *Unoccupied real estate.* The greater part of this has been sold since the last report, but very little revenue was derived from it.

II. FUNDS AND INCOME.

1. The amount of endowment held by the Council, is about \$43,000.
2. The General Synod of the Reformed (Dutch) Church, holds additional endowment for the Institution to the amount of about \$25,000.
3. A separate endowment for the Preparatory Department, has reached the sum of about \$30,000.
4. Other permanent funds for miscellaneous purposes, are held by the Council to the amount of about \$3,900.
5. Thus the aggregate of endowment is a little more than \$100,000, of which about two-fifths are in the form of promissory notes.

The whole income from interest, fees, contingent donations and appropriations from the Board of Education of the Reformed Church is between nine and ten thousand dollars per annum, while the yearly expenditure is about twelve thousand dollars. There is a contingent debt of about \$20,000.

III. INSTRUCTORS AND STUDENTS.

1. The number of instructors in all the departments is eight, who are aided in the Grammar School or Preparatory Department by some of the older students.
2. The number of students in the Collegiate Department, is thirty-three, and in the Preparatory Department, sixty-nine.
3. The number of graduates in June, 1877, is as follows: From the theological Department, two; from the Academic or Collegiate Department, four; and from the Preparatory Department, eleven.
4. The aggregate number of graduates, is as follows: From the Theological

Department, beginning in 1869, twenty-nine; from the Collegiate Department, beginning in 1866, sixty-two; and from the Preparatory Department, beginning in 1863, one hundred and twenty-four.

IV. COURSE OF INSTRUCTION.

There is no material modification in the course of instruction, as printed in the report of the State Superintendent in 1873.

Since our last report (1875) the theological and primary departments have been temporarily suspended.

V. LIBRARY AND APPARATUS.

The number of volumes in the Library, is about three thousand and five hundred; and the value of the apparatus is about a thousand dollars.

IN CONCLUSION

we would add that, in common with many other enterprises, the institution feels the effect of the general depression. But our foundations are unusually solid, our work is thorough, and the results have thus far been greatly blessed.

Respectfully submitted.

HOLLAND, Mich., Jan., 1878.

PHILIP PHELPS, JR.,
President.

KALAMAZOO COLLEGE.

REPORT OF PRESIDENT.

To Hon. H. S. Tarbell, Superintendent of Public Instruction:

SIR,—As required by law, I submit the following statement:

The value of the real estate owned by the college is estimated at \$50,000. There is other property occupied by the college, the title of which is not held by the Board of Trustees, estimated to be worth \$70,000.

The Faculty consists of the following persons:

Rev. Kendall Brooks, D. D., President, and Professor of Moral and Intellectual Philosophy; Rev. Nathan S. Burton, D. D., Merrill Professor of Practical Religion and College Pastor; Rev. Samuel Brooks, D. D., Professor of Latin; Howard G. Coleman, A. M., Professor of Chemistry; Lewis Stuart, A. M., Professor of Greek; Mary E. Clark, P. B., Lady Principal and Instructor in Grammar and History.

The following persons compose the Board of Trustees:

Section whose term expires 1878—Rev. Samuel Haskell, D. D., Rev. Henry Stanwood, Latham Hull, Esq., Hon. Henry C. Briggs, Rev. Ezra J. Fish, D. D., Rev. Kendall Brooks, D. D., Hon. M. S. Crosby, A. M., Howard G. Coleman, A. M., Rev. M. G. Hodge, D. D., Rev. J. S. Boyden, A. M., Rev. N. C. Mallory, A. M., Rev. J. Huntington, A. M.

Section whose term expires 1879—Rev. L. D. Palmer, I. S. Hamilton, M. D., Chauncey Strong, A. M., Rev. Geo. W. Harris, Rev. Samuel Graves, D. D., Rev. T. W. Merrill, A. M., Rev. Howard B. Taft, A. M., O. S. Gulley, Esq., Rev. Z. Grenell, Jr., A. M., C. C. Bowen, Esq., Rev. J. D. Pulis, A. M.

Section whose term expires 1880—Hon. Caleb Van Huse, Rev. A. E. Mather, Rev. L. H. Trowbridge, A. M., William Bair, Esq., Rev. Frank B. Cressey, Rev. Theodore Nelson, A. M., Rev. T. M. Shanafelt, A. M., Rev. James Cooper, A. M., Rev. John Donnelly, Jr., A. M., Rev. John Fletcher, Edward Olney, LL. D., L. B. Austin, Esq.

The number of students in attendance during the year has been 153, of whom 38 are in college classes and 115 in the Preparatory Department.

COLLEGE COURSES OF INSTRUCTION.

There are three courses of instruction, each of which extends through four years. The first, the Classical Course, includes the Latin and Greek Languages, and all the studies ordinarily pursued in the best colleges. The second, designated as the Latin and Scientific Course, includes every study in the Classical Course, except Greek. In this course Greek may be substituted for Latin.

The third, the Scientific Course, omits both Latin and Greek. There is also opportunity, in the first and second courses, to omit Mathematics after the first term of the Sophomore year.

The following schedule includes all the studies of the three courses, and designates the course or courses to which each belong:

Those belonging to the Classical Course are marked (*a*); those belonging to the Latin and Scientific Course, (*b*); those belonging to the Scientific Course, (*c*).

FRESHMAN YEAR.

First Term—Greek, Homer's Iliad (Boise's Edition), Prose Composition, *a*; Latin, Cicero de Senectute, Latin Prose Composition, *a, b*; Mathematics, Olney's University Algebra, *a, b, c*; Zoölogy, Orton, *c*; English Literature, Backus's Shaw, *b, c*.

Second Term—Greek, Boise and Freeman's Selections, *a*; Latin, Livy, and Roman History, *a, b*; Mathematics, Olney's University Geometry, Part III., *a, b, c*; Constitution of the United States, Andrews, *c*; American Literature, Royse, *b, c*.

Third Term—Greek, Boise and Freeman's Selections, *a*; Latin, Livy, and Roman History, *a, b*; Mathematics, Olney's Trigonometry, *a, b, c*; Botany, Gray, *b, c*; Universal Literature, Botta, *c*.

SOPHOMORE YEAR.

First Term—Greek, Demosthenes on the Crown, *a*; Mathematics, Olney's General Geometry, *b, c*; Chemistry, Barker, *a, b, c*; French, Magill's Text Books, *a, b, c*.

Second Term—Latin, Tacitus, *a, b*; Mathematics, Olney's General Geometry, *c*; Chemistry and Geology, *a, b, c*; French, *a, b, c*.

Third Term.—Greek—Euripides, *a*; Mathematics—Olney's Calculus, *b, c*; Geology—Dana, *a, b, c*; French, *a, b, c*.

JUNIOR YEAR.

First Term.—Latin—Horace, *a, b*; Natural Philosophy—Snell's Olmsted, *a, b, c*; Rhetoric—Whately, *a, b, c*; German—Whitney's Grammar and Reader, *a, b, c*.

Second Term.—Greek—Sophocles, *a*; Natural Philosophy, *a, b, c*; Modern History, *b, c*; German, *a, b, c*.

Third Term.—Latin—Juvenal, *a, b*; Modern History, *a, b, c*; German, *a, b, c*; Natural Philosophy, *c*.

SENIOR YEAR.

First Term.—Greek—Æschylus, *a*; Astronomy—Loomis, *a, b, c*; Moral Philosophy—Gregory, *a, b, c*; Political Economy, *a, b, c*.

Second Term.—Latin—Quintilian, *a, b*; Intellectual Philosophy—Porter, *a, b, c*; Natural Theology—Chadbourne, *c*; Logic—Thompson's Laws of Thought, *a, b, c*.

Third Term—Greek—Plato, *a*; Intellectual Philosophy—Porter, *a, b, c*; Evidences of Christianity—Hopkins, *a, b, c*; Æsthetics—Bascom, *b, c*.

During the Freshman Year there is a weekly exercise in Rhetoric, and each student declaims once in two weeks.

During the Sophomore Year, the weekly exercises in Rhetoric and the declamations are continued, and each student presents an essay once in two weeks.

During the Junior and Senior years, the essays are continued, and each student delivers two original speeches each term.

PREPARATORY COURSES OF STUDY.

In the Preparatory Department, there are three courses, as in the College, and designed in the following schedule, in the same way.

FIRST YEAR.

First Term.—Latin—Grammar and Lessons (Allen and Greenough) twice a day, *a, b*; Arithmetic—D. P. Colburn, *a, b, c*; English Grammar—Swinton's, *c*; History of the United States, *c*; Reading and Spelling, *a, b, c*.

Second Term.—Latin, Grammar and Lessons, twice a day, *a, b*; Arithmetic, *a, b, c*; English Grammar, *c*; History of the United States, *c*; Reading and Spelling, *a, b, c*.

Third Term.—Latin, Cæsar, twice a day, *a, b*; Algebra, Olney's Introduction, *a, b, c*; English Analysis, *c*; History of the United States, *c*.

SECOND YEAR.

First Term.—Greek, Hadley's Grammar and Boise's Lessons, *a*; Latin, Quintus Curtius and Cicero's Orations, *a, b*; Algebra, Olney's Complete School Algebra, *a, b, c*; Natural Philosophy, Peck's Ganot, *b, c*; English Analysis, *c*; Elocution, *a, b, c*.

Second Term.—Greek, Grammar and Lessons, *a*; Latin, Cicero's Orations, *a, b*; Algebra, Olney, *a, b, c*; Book-keeping, Bryant and Stratton, *b, c*; Natural Philosophy, *c*; Elocution, *a, b, c*.

Third Term.—Greek, Grammar and Lessons, *a*; Latin, Cicero's Orations and Virgil, *a, b*; Algebra, Olney, *a, b, c*; Physical Geography, Guyot, *b, c*; Word Analysis, Swinton, *c*; Elocution, *a, b, c*.

THIRD YEAR.

First Term.—Greek, Xenophon and Prose Composition, *a*; Latin, Virgil and Prose Composition, *a, b*; Geometry, Olney, *a, b, c*; Ancient History, Swinton, *c*; French, *b, c*; Rhetoric, Hart, *a, b, c*.

Second Term.—Greek, Xenophon and Prose Composition, *a*; Latin, Virgil and Prose Composition, *a, b*; Geometry, Olney, *a, b, c*; Modern History, Swinton, *c*; French, *b, c*; Rhetoric, *a, b, c*.

Third Term.—Greek, Xenophon and Prose Composition, Homer's Iliad, *a*; Latin, Virgil and Prose Composition, *a, b*; Geometry, Olney, *a, b, c*; French, *b, c*; Rhetoric, *a, b, c*.

REGULAR EXPENSES.

Tuition in any department.....	\$6 00 per term.
Incidentals, including use of library.....	2 50 " "
Room rent.....	\$4 00 to 5 00 " "

A Matriculation Fee of five dollars is to be paid on first entering the College classes. This fee goes to the Library Fund.

Students not occupying rooms in the College building will not be charged room rent.

There are no dormitories for young ladies in the College building, but they can readily procure good rooms in private houses near the College.

There is no boarding hall connected with either of the buildings, but approved private boarding houses are located near, where board, either with or without rooms, can be obtained at reasonable rates. Students frequently board themselves in their own rooms, or get their meals in clubs, and thus greatly diminish their expenses. Those who desire it can always find work to do in their leisure hours, and many students pay their way entirely by their labor.

LIBRARY AND APPARATUS.

The College has a spacious and pleasant Library Hall, furnished with papers and periodicals, which is open to the students for several hours each day. The Library contains 2,900 volumes.

The chemical and Philosophical Apparatus, and the Cabinets of Specimens of Natural History, are receiving frequent accessions.

LITERARY SOCIETIES.

The Sherwood Rhetorical Society, organized in 1851, and the Philolexian Lyceum, organized in 1855, are composed of young men, who meet each Friday evening in term time, for discussions and other Literary exercises. They have commodious and elegant rooms in the Upper College building, and good libraries.

The Eurodelphian Society, composed of young women, has a handsome room in the Lower College building, and meets every Friday evening.

DEGREES.

Students completing either of the regular courses are entitled to a degree,—those in the Classical Course, to the degree of Bachelor of Arts; those in the Latin and Scientific Course to the degree of Bachelor of Philosophy; and those in the Scientific Course to the degree of Bachelor of Science.

There is no "Ladies' Course," but young women are admitted to all the courses on the same terms and with the same opportunities as young men.

Respectfully submitted.

KENDALL BROOKS,
President.

KALAMAZOO, December 14, 1877.

OLIVET COLLEGE.

REPORT OF THE PRESIDENT.

Honorable H. S. Tarbell, Superintendent of Public Instruction:

DEAR SIR,—In behalf of the Board of Trustees, I herewith present the annual report of the condition of Olivet College.

The whole number of students reported in the catalogue for 1877-8 is as follows:

COLLEGE.

Classical Course.....	30
Scientific Course.....	21
Ladies' Course.....	35
Ladies' Elective Studies.....	13

PREPARATORY.

Classical Course.....	45
English Course.....	26
Ladies' Preparatory Course.....	48
Whole number of gentlemen.....	109
Whole number of ladies.....	109
Total	<u>218</u>

Art Department.....	60
Conservatory of Music.....	41
Graduating Class (1877), five gentlemen and three ladies.....	8
Whole number of graduates from all departments.....	106

CORPORATION.

Rev. Horatio Q. Butterfield, D. D., President.

Term Expires 1878.—Homer O. Hitchcock, M. D., Kalamazoo; Fitz L. Reed, Esq., Olivet; Philo Parsons, Esq., Detroit; D. M. Ferry, Esq., Detroit.

Term Expires 1879.—Rev. Wolcott B. Williams, Charlotte; Rev. Zachary Eddy, D. D., Detroit; Rev. A. B. Allen, Alpena; Hon. David M. Richardson, Detroit.

Term Expires 1880.—Rev. Joseph L. Daniels, Olivet; Henry Fralick, Esq., Grand Rapids; Hon. Jacob S. Farrand, Detroit; Rev. George D. Baker, D. D., Detroit.

Term Expires 1881.—Rev. Moses Smith, Jackson; Rev. H. H. Northrop, Flint; Edward S. Lacey, Esq., Charlotte; Hon. John K. Boies, Hudson.

Term Expires 1882.—Rev. Arthur T. Pierson, D. D., Detroit; Hon. William A. Howard, Grand Rapids; Hon. Oramel Hosford, Olivet; Hon. Asa K. Warren, Olivet.

Term Expires 1883.—Rev. James L. Patton, Greenville; Rev. Philo R. Hurd, D. D., Detroit; Rev. J. Morgan Smith, Grand Rapids; Hon. Alanson Sheley, Detroit.

Executive Committee.—H. Q. Butterfield, Chairman; A. K. Warren, J. L. Daniels, O. Hosford, F. L. Reed.

Charles P. Chase, A. M., Librarian; Geo. W. Keyes, Secretary and Deputy Treasurer; Henry Fralick, Treasurer.

BOARD OF VISITORS.

Appointed by the State Superintendent of Public Instruction, for the year 1877-8.—Rev. Reed Stuart, Battle Creek; Rev. Warren F. Day, East Saginaw; William Parmenter, M. D., Vermontville.

Appointed by the Synod of Michigan for 1877-8.—Rev. Job Pierson, Ionia; Rev. J. D. McCord, Allegan; Rev. William Grandy, Detroit.

FACULTY.

Rev. Horatio Q. Butterfield, D. D., President, and Drury Professor of Mental and Moral Philosophy.

Rev. Henry M. Goodwin, D. D., Professor of English Literature, Logic and Rhetoric.

Rev. Oramel Hosford, A. M., Professor of Astromomy and Natural Philosophy, and Lecturer on the Theory and Practice of Teaching.

Rev. Joseph L. Daniels, A. M., Parsons Professor of the Greek Language and Literature, and Instructor in German.

Stewart Montgomery, A. M., Professor of Natural Science.

Charles P. Chase, A. M., Rutan Professor of the Latin Language and Literature.

———, * Professor of Mathematics.

John L. Sewall, A. B., Principal of Preparatory Department.

George H. Howard, Professor of Music.

Miss Alice P. Goodwin, Principal of Ladies' Department.

Miss Olive Kirkland, A. B., Assistant Principal.

Miss Cornelia P. Dwight, Instructor in French.

Mrs. Harriet B. Northrop, Instructor in Painting and Drawing.

COURSES OF STUDY.

COLLEGE.—CLASSICAL COURSE.

Freshman Year.

First Term.—Livy; History of Rome; Homer's Iliad and Odyssey; Greek Prose Composition; Greek Grammar—Hadley; Algebra completed.

Second Term.—Cicero De Senectute; Latin Prose Composition; History of Rome; History of Greece; Herodotus and Thucydides; Geometry completed.

* Instruction in this department is at present given by Profs. Hosford and Chase.

Third Term.—Horace—Odes; Memorabilia of Socrates; History of Greece; Plato; Trigonometry.

Sophomore Year.

First Term.—Horace—Epistles, Satires and Ars Poetica; Latin Versification; Sophocles—Edipus Tyrannus; Euripides—Medea; Analytical Geometry—Loomis.

Second Term.—Tacitus; Juvenal; Lysias—Select Orations; Rhetoric.

Third Term.—Latin Hymns; Demosthenes—De Corona; Surveying—Loomis, or Botany.

Junior Year.

First Term.—German; Logic; Anatomy and Physiology.

Second Term.—Natural Philosophy—Mechanics and Hydrostatics—Snell's Olmsted; German; Chemistry, with Lectures.

Third Term.—German, or Latin, or Greek; Natural Philosophy—Pneumatics and Optics; Geology, with Lectures.

Senior Year.

First Term.—English Literature; Mental Philosophy; Astronomy—Snell's Olmsted.

Second Term.—Mental Philosophy; Evidences of Christianity, with Lectures; Political Economy; International Law; English Literature.

Third Term.—Moral Philosophy; Art, or Lieber on Civil Liberty; Guizot's History of Civilization in Europe.

Lessons in the English Bible, or Greek Testament, compositions, declamations, and extemporaneous discussions, weekly throughout the course.

Candidates for admission to the Freshman class, who have pursued their preparatory studies elsewhere, are examined in the following books and subjects, or their equivalents:

Latin Grammar, including Prosody; Cæsar, two books; Cicero, seven orations; Virgil, three Bucolics and six books of the Æneid; Arnold's Latin Prose Composition to the Passive Voice; Smith's Smaller History of Greece, and of Rome; Greek Grammar, including Prosody; Xenophon, Anabasis, three books; Homer, Iliad, two books; Higher Arithmetic, including the Metric System; Loomis' Algebra, through Quadratic Equations; Loomis' Geometry, four books; English Grammar and Geography.

All candidates for advanced standing in this and the following courses, are examined, in addition to the preparatory studies, in those already pursued by the class which they propose to enter.

SCIENTIFIC COURSE.

Freshmen Year.

First Term.—Algebra completed; Mediæval History; French Language; Free-hand Drawing.

Second Term.—Geometry completed; French; Modern History.

Third Term.—Trigonometry, Loomis; French; Botany, Gray's Lessons.

Sophomore Year.

First Term.—Analytical Geometry, Loomis; Botany, Gray's Structural; Physical Geography, Ansted.

Second Term.—Chemistry, with lectures; Rhetoric; Mineralogy, or Calculus.

Third Term.—Chemistry; Surveying, Loomis; Constitutional History.

Junior Year.

First Term.—German; Perspective; Logic; Anatomy and Physiology.

Second Term.—Natural Philosophy—Mechanics and Hydrostatics—Snell's Olmsted; Zoölogy; German.

Third Term.—Natural Philosophy, Pneumatics and Optics; German; Geology, Dana.

Senior Year.

First Term.—English Literature; Astronomy, Snell's Olmsted; Mental Philosophy.

Second Term.—English Literature; Mental Philosophy; Evidences of Christianity; Political Economy; International Law.

Third Term.—Guizot's History of Civilization in Europe; Moral Philosophy; Art, or Lieber on Civil Liberty.

The Latin, or Greek, of the College course will be accepted in lieu of the Mathematics in the above course beyond the freshman year.

Lessons in the Bible, compositions, declamations and extemporaneous discussions, weekly, through the course.

Candidates for admission to the Freshman class of this department must sustain a satisfactory examination in English Grammar and Analysis, Arithmetic, including the Metric System, Algebra through Quadratic Equations, four books of Loomis' Geometry, History of the United States, and Geography.

LADIES' COURSE.

First Year.

First Term.—Cicero's Orations—Chase and Stuart; Algebra completed; History of Rome.

Second Term.—Cicero's Orations; Latin Prose Composition; Geometry completed.

Third Term.—Cicero's Orations; Trigonometry—Loomis; Botany—Gray's Lessons.

Second Year.

First Term.—French Language; Botany continued, or Analytical Geometry, or Physical Geography; Virgil's *Æneid*—Chase and Stuart; Latin Prosody.

Second Term.—Chemistry, or Calculus, or Mineralogy; French; Virgil's *Æneid*.

Third Term.—French; Constitutional History of Chemistry; Virgil's *Æneid*.

Third Year.

First Term.—German; Anatomy and Physiology; Logic.

Second Term.—German; Rhetoric; Zoology, or Modern History.

Third Term.—Natural Philosophy—Pneumatics and Optics; German; Geology—Dana.

Fourth Year.

First Term.—English Literature; Mental Philosophy; Astronomy—Snell's Olmsted.

Second Term.—Mental Philosophy; Evidences of Christianity, with Lectures; Political Economy; International Law; English Literature.

Third Term.—Moral Philosophy; Guizot's History of Civilization in Europe; Art.

For some of the above studies, students may, at the option of the Faculty, substitute Music, or advanced studies in the other courses.

Lessons in the Bible, and Exercises in English Composition, weekly, during the course.

Candidates for admission to the first year of this course are examined in English Grammar and Analysis, Higher Arithmetic, including the Metric System, Algebra through Quadratic Equations, four books of Loomis' Geometry, Latin Grammar, Latin Reader, Cæsar, History of the United States, and Geography.

PREPARATORY DEPARTMENT.—CLASSICAL COURSE.

Junior Year.

First Term.—Latin Grammar continued through the course; Latin Lessons; Arithmetic, Loomis; English Grammar and Analysis; Elocution and Compositions through the course.

Second Term.—Latin Lessons; History of the United States; English Grammar and Analysis.

Third Term.—Cæsar, Chase and Stuart (two daily recitations); Arithmetic; Book-keeping (Elective).

Middle Year.

First Term.—Cicero's Orations, Chase and Stuart; Greek Grammar continued through the course, Hadley; Greek Lessons, Boise; History of Rome.

Second Term.—Cicero's Orations; Greek Lessons; Latin Prose Composition, Arnold.

Third Term.—Cicero's Orations; Virgil's *Æneid*; Latin Prosody; History of Greece; Xenophon's *Anabasis*, Boise.

Senior Year.

First Term.—Virgil's *Æneid*; Latin Prosody; Algebra, Loomis; Greek Prose Composition; The *Anabasis*.

Second Term.—Virgil's *Æneid*; Algebra through Quadratic Equations; Homer's *Iliad*; Greek Prose Composition; The *Anabasis*.

Third Term.—Virgil's *Æneid*; Homer's *Iliad*; Geometry, Loomis.

The course of study and instruction defined above, is designed *thoroughly* to prepare students for admission to the College department of this Institution, or to any other college in the country.

Students will be admitted to any stage of the course as, on examination, they may be found qualified.

Classes commencing the study of the Latin and Greek languages are formed twice in each year, at the beginning of the fall and winter terms.

NORMAL DEPARTMENT.—ENGLISH COURSE.

First Year.

First Term.—Arithmetic—Loomis; Geography; English Grammar; Exercises in Reading and Spelling, and Vocal Music through the year.

Second Term.—Algebra—Loomis; English Grammar and Analysis; Natural Philosophy.

Third Term.—Arithmetic completed; English Grammar and Analysis; Physical Geography.

Second Year.

First Term.—Physiology and Hygiene; Mediæval History; Book-keeping.

Second Term.—Zoölogy; Rhetoric; Drawing; Modern History.

Third Term.—Mental Philosophy; Geology; Botany.

Prof. O. Hosford, for eight years Superintendent of Public Instruction in this State, has general supervision of this Department, and in lectures upon the Theory and Practice of Teaching, will give the pupils the benefit of his extended experience and wisdom. He will also lecture upon school organization and government, and upon the school systems of different countries.

Other members of the Faculty will give occasional lectures on subjects belonging to their departments.

The English course of two years, above defined, is designed to prepare teachers for the Common Schools, and those who thoroughly complete the course will receive a Normal Certificate of recommendation for this grade of schools.

Candidates for admission to this course will be examined in Orthography, Geography, Grammar to Syntax, and Arithmetic to Percentage.

All students in this department are required to attend weekly exercises in the Bible, composition, declamation, and discussion.

Those teachers who wish a more extended course of study in Natural Science, Classics, or Modern Languages, can pursue a prescribed course under the direction of Prof. Hosford, by joining classes in the College department, and on its completion will receive a Normal Diploma.

Expenses.

Tuition: College classes, each term.....	\$7 00
Preparatory classes, each term.....	\$5 00 to 7 00
Room Rent: In Parsons Hall, a year.....	\$7 50 to 12 50
Incidental Charge: For care of public rooms, repairs, and use of Library and Reading Room, each term.....	3 00
Table Board: In clubs or private families, a week.....	\$2 00 to 3 00
In Ladies' Hall, payable monthly in advance, for gentlemen, a week.....	2 50
Board: In private families, with furnished room, fuel and lights, a week.....	\$3 00 to \$5 00
Rooms in Parsons Hall are unfurnished.	

Expenses in Ladies' Hall.

Board: With room furnished with stove, table, chairs and bedstead only, a week.....	\$3 20
With corner room thus furnished, a week.....	3 50
With room completely furnished, a week.....	4 00
With corner room completely furnished, a week.....	4 25

These prices include fuel and lights. The rooms are, in all respects, arranged for two.

Those who work daily in the domestic department an hour and a half, or its equivalent, are allowed on the price of board, a week..... \$1 00

Aid to Students.

By a vote of the Trustees, the Executive Committee are authorized, "at their discretion, to remit the tuition of deserving young men, of any evangelical de-

nomination, who are preparing for the Christian ministry," such favor not extending to the usual incidental charge, to room rent, or to the tuition in any study outside of the regular course.

Worthy young men preparing for the ministry, who are in the classical collegiate department, can ordinarily receive aid to the amount of \$100 a year from the American College and Education Society.

The Board of Education of the Presbyterian Church aids Students under the care of Presbytery, to the amount of \$100 to \$132 a year.

Further aid to deserving students is often provided by benevolent friends of the college.

Tuition is remitted to the daughters of Home or Foreign Missionaries.

Prizes.

By the generous endowment of a Rhetorical Prize Fund, by Samuel F. Drury, Esq., of Olivet, \$50 is yearly distributed in prizes for excellence in composition and oratory, as follows:

Twenty-five dollars at the Drury Prize Exhibition of students of the Classical, Scientific, and Ladies' Departments, at the close of the Spring term.

Twenty-five dollars at the Drury Prize Declamation of students of the Preparatory course, at the close of the spring term, of which twelve dollars will be given in prizes for the two best essays by ladies.

Drury prizes for 1877 were awarded as follows:

First prize to Willis Edwards Parsons; second prize to Clark Chester Otis.

For excellence in English composition, first prize to Miss Ellen Effie Topping; second prize to Miss Caroline Mason Prentice.

For excellence in declamation, first prize to John Thomas Blanchard; second prize to George Frederick Parsons.

Library and Reading Room.

The College Library contains six thousand volumes of well selected books. In connection with it is a reading room, well supplied with journals of news, politics, science, literature and art. For access to both no additional charge is made. Each student is entitled to take books from the library, and to retain them two weeks.

The library and reading room are daily open to all students.

Literary Societies.

The students sustain three prosperous literary societies; the Soronian for young ladies, and the Phi Alpha Pi and Adelpic for young gentlemen. All have libraries and special assembly rooms.

These societies unite in inviting some gentlemen from abroad to deliver an annual address before them in connection with the College Commencement.

Religious Culture.

All students are required to attend weekly exercises for the study of the Bible. These exercises generally accompany the Sunday school at the College church.

All students are required to attend devotional exercises daily in the College chapel. and public religious worship twice on Sunday. Unless special request is made to the contrary by parents or guardians, all students are required to attend public worship at the College church.

The students also sustain two organizations for religious and philanthropic work, entitled the Young Men's and the Young Women's Christian Associations. They maintain weekly religious meetings, and conduct Sunday schools in the neighborhood of the college. A Missionary Society is also sustained by the students, before whom an address is delivered on Sunday evening of Commencement week by some speaker from abroad.

ART DEPARTMENT.

In this department, the object is not only to give the student a definite knowledge of the scientific principles of the Art of Painting and Drawing, but also to awaken and cultivate a taste for the beautiful. Special attention will be given to correct and careful outlining, and also to perspective drawing.

The Art Room belonging to this department has been furnished with easels, casts, patterns and all needful appliances. With these facilities and the instruction of an accomplished teacher, much interest has already been awakened in a large number of pupils.

Outline and Perspective Drawing will be taught to all students without extra charge. Drawing from Models in Plaster, and from Crayon studies, also Painting in Oil and Water Colors, will be charged extra. For Drawing in Crayon, \$5; with use of casts, \$6; and for Painting, \$12 per term.

MICHIGAN CONSERVATORY OF MUSIC.

Chartered 1874, Prof. G. H. Howard, Director.

This Conservatory offers the finest advantages for the study of Music, Instrumental, Vocal or Theoretical, either exclusively or with other studies. The methods of instruction are similar to those of the best Conservatories in this country and Europe.

The course of instruction is thorough and comprehensive, being arranged with a view to maintain a high standard of musical taste. The aim of the management is to ensure a complete mastery of all branches which are undertaken by the student, rather than to give a superficial knowledge of a few pieces of questionable character or inferior quality. A real education of the musical faculties is accomplished, rather than an illustrative training in styles which are to be blindly imitated by the pupil.

Instruction is given in Piano, Organ and Cabinet Organ Playing; Singing—English, Italian, German and French; Vocal Culture, Glee and Chorus Singing; also, the Theory of Music, embracing Notation, Rhythm, Melody, Harmony, Thorough Base, Analysis, The Choral, Modulation, Theme-Development, Theme-Treatment, Counterpoint, Fugue, Canon, Musical Form and Composition.

The Piano Forte.

The following outline of the course in Piano Playing illustrates the completeness of the curriculum in all the departments. Four years is the time usually needed for its completion, but this will depend wholly on the capacity and progress of the individual. The Director selects from the studies specified for each term those which may most profitably be pursued, leaving some, however, optional with the student.

First Year.—First Term: Beyer's Preliminary School; or Knorr's Guide for the Pianist; or Wohlfahrt's Young Pianist's Guide. Plaidy's Technical Studies: Studies in Position, Tension, Motion and Touch; Exercises for "form-

ing" the hand; Single and Two-finger Exercises; Five Note Exercises; Transportation to Key of D; Scales of C, G and D. Analysis and Synthesis, Rhythmic, Melodic and Harmonic. Reviews, oral and technical.

Second term: Beyer's Preliminary School completed; or Knorr's Guide through 50th page; or Wohlfahrt's Guide completed. Plaidy's Technical Studies: Five Note Exercises; Major Scales completed. Analysis throughout the course. Three pieces,—one a Sonatina of Beethoven, Diabelli, or Spindler. Memorizing.

Third term: Knorr's Guide completed; or Czerny, Op. 139 (1 and 2); or Bertini, Op. 100; or Concone's Etudes Melodiques; or Heller, Op. 47. Five Note Exercises (Plaidy). Minor Scales and Scale Review. Three pieces. Playing from memory. Reading at sight from Diabelli's Melodious Exercises.

Second Year.—First term: Wollenhaupt, Etudes; or Concone, Etudes Melodiques, No. 2; or Heller, Op. 47, No. 2; or Czerny, Op. 139, No. 3. Moving Figures; or Chords and Major Arpeggios (Plaidy); Action of Hand and of Arm. Tone. Accent, Expression. Memorizing. Reading of Vocal Score. Fingering of Church Music. Use of Metronome. Three pieces. Sight Reading. Playing in General Exercises.

Second term: Bertini, Op. 29; or Heller, Op. 46; or Czerny, Op. 849 or 636; Moving Figures completed; or Minor Chords and Minor Arpeggios (Plaidy). Tone in Chord playing. Phrasing. Sonatas by Clementi and Haydn. Mendelssohn's Songs without Words. Six pieces. Sight Reading from Mozart's four-hand Sonatas; Reading of Motets, Glees, etc. Memorizing, two pieces.

Third term: Bertini, Op. 32; or Heller, Op. 45; or Kœhler, Op. 128; or Aloys Schmitt, Op. 16; Czerny, Op. 848. Arpeggios or Moving Figures. Scale Review for higher Velocity and Power. Reading of Oratorio Choruses. Song Accompaniments throughout the course. Four pieces—two memorized; Sonatas of Mozart.

Third Year.—First term: Cramer's Etudes, or Heller, Op. 16 or 81; or Czerny, Op. 740, Nos. 1 and 2; or Jensen, Op. 32; or Behrens; or Rosenhain; Czerny, Op. 337, Bk. 1, 10 Studies; Dominant Seventh Arpeggios, Arpeggio Review, Arpeggio Moving Figures. Reading Oratorio Choruses. Study of Transpositions, six pieces. Sonatas by Beethoven and Mozart. For Sight Reading, Haydn's Symphonies. Concert Playing.

Second term: Czerny, Op. 740, Nos. 3 and 4; or Clementi, Gradus ad Parnassum (Tausig); or Moscheles, Op. 70, Book 1; or Eschmann. Bach's 48 Preludes and Fugues; Czerny, Op. 337, Book 1, completed. Second Scale Review. Scales in Double Tones. Kullak's Octave School begun. Study of Transposition continued (Cramer or Bach's Preludes). Reading of Mozart's Symphonies and Overtures. Sonatas by Beethoven, Mozart and Schubert. Fantasies, Waltzes, etc., by Mendelssohn, Schumann, Chopin and others.

Third term: Chopin, Op. 10; or Clementi's Gradus completed; or Moscheles, Op. 70, Bk. 2. Bach's 48 Preludes and Fugues. Study of Improvisation. Reading of Beethoven's Symphonies and Overtures. Czerny, Op. 337, Bk. 2, and Kullak's Octave School, Bks. 1 and 2. Sonatas by Beethoven, Clementi and Dussek. Nocturnes and Impromptus by Chopin and Schubert. Suites by Bach and Handel.

Fourth Year.—Those preparing to teach may here substitute the Normal course for certain other studies at the beginning of this year.

First term: Chopin, Op. 25; or Henselt Op. 4; or Moscheles, Op. 95.

Sonatas by Beethoven, Chopin and Schubert. Concertos of Beethoven, Mendelssohn and Bach. Rhapsodies of Liszt. For general reading, Scarlatti, Bach and Handel. Essays on music. Chorus accompaniment.

Second term: Liszt, Grand Etudes de Paganini; or Schumann, Op. 3; or Rubinstein, Etudes. Classification of Works. General Analytic and Synthetic Review.

The Art of Instruction.

A Normal Course is instituted, and those desirous of preparing themselves for teachers can enter its classes. The director has had much experience in the preparation of teachers for their profession. The studies of the Normal Course are so carefully and clearly outlined as to render it an important feature of the Conservatory.

Singing and Voice-Culture.—The instruction in voice-culture embraces careful training in the control of the breath, and the use of the vocal and articulating organs for the production of pure tone and distinct enunciation. It is an invariable law that true voice-culture and singing words so as to be clearly understood are intimately connected.

Vocalises by Zoellner, Concone, Bordogni and others are used with songs, ballads, opera and oratorio selections. Songs which are not pure in sentiment, although otherwise attractive, are never employed.

Voices are not strained or abnormally developed, as is too often the case, but cultivated, expanded and extended in true accordance with their natural capacities. Hence the progress is rapid and thorough.

The Organ.—A new and very complete Pipe Organ, of two Manuals and two and a quarter Octaves of Pedals, was placed in the College Church in September, 1876. Students are thus afforded the best facilities for lessons in Organ-Playing, and an opportunity for Organ Practice which is rarely found, even in many of our largest cities.

Instruction is given in the Organ Touch, Fingering of Organ Music, Obligato Pedal Playing, Registration, Playing from Vocal Score, Church Service in all Forms, and Improvisation. Pupils are instructed in Choir Accompaniment, and when advanced sufficiently are afforded practical experience in accompanying the Quartette and Chorus Choir of the College Church.

The Course includes, also, selections from Bach's Vorspiele, Fugues and Toccatas, Mendelssohn and Merkel's Sonatas, Handel's Concertos, etc. Free-Style Playing also receives due attention.

Harmony.—Harmony, Counterpoint, Musical Form and Composition are taught with a view of making them of practical use in Piano-forte and Organ playing and in Singing. This includes a thorough knowledge of modulation and of the art of improvising. Theory is here made of practical benefit to the student by teaching its application to church playing and accompanying.

Lectures.—Prof. Hodgwin will lecture on Music in Worship, and Prof. Horsford, on Acoustics.

The Director will also deliver six lectures every year upon the Practice and Theory of Music and the Art of Instruction.

General Exercises.—General Exercises take place each Friday afternoon, in which instruction on various musical subjects is imparted and pupils contribute the performance of vocal and instrumental selections. Analyses of Piano-Forte and other compositions are also given. These Exercises thus afford a most valuable means of general culture, and an excellent preparation for the most cultivated musical circles.

A concert is given by the pupils of the Conservatory at the close of each term, at which they are expected to perform when sufficiently advanced. These concerts are of a very high order, some of the best classical compositions being performed at them. Besides these a series of organ recitals is given each year, a specimen of which is as follows :

FOURTH ORGAN RECITAL, BY PROF. GEORGE CHADWICK.

Monday Evening, Jan. 22, 1877, at 8 o'clock.

PROGRAMME.

- | | |
|---|----------|
| 1. Toccata and Fugue in C major, | Bach. |
| 2. Vorspiel: "Christ, unser Herr, zum Jordan kam," | Bach. |
| 3. Variations on a theme by Beethoven, Op. 45, | Merkel. |
| 4. Adagio, Op. 256, No. 2, | Volkmar. |
| 5. Fantasie in D minor, for two performers, Op. 87, | Hesse. |
- With the assistance of Miss Lizzie Battle.

Miscellaneous Items.

Upon entering the Conservatory, students will be examined in the various branches which they propose to study, and will be classified according to their advancement.

Names must be registered and tuition paid before lessons are assigned.

Pupils are not received for a shorter period than one term.

Pupils must furnish or hire instruments for practice. Instruments can be hired at the Ladies' Hall and in the village.

No deduction is made for absence from lessons except in cases of protracted sickness, when the Conservatory will share the loss equally with the pupil.

Those who substitute music for any study in the Ladies' Course are required to devote at least two hours per day to the study of the Pianoforte or Organ, or Vocal Music, and also Harmony and Composition for at least three terms.

Pupils must invariably pay for music when they receive it.

Tuition and other Expenses per Term, Payable in Advance.

In classes of not more than four pupils, two lessons per week, each	\$12 00
Private lessons, two lessons per week	18 00
Private lessons, one lesson per week	10 00
Harmony, in classes, two lessons per week, each	5 00
Notation, in classes, two lessons per week, each	5 00
Use of Piano or Cabinet Organ, one hour per day, per term	3 00
Use of Pedal Organ, one hour per day, per term	3 00

Pupils pursuing the studies of this department, either privately or in classes, are admitted to the general class exercises in Elocution, the Elementary Singing Class, to the Lectures on Music, and to all the Concerts of the Conservatory, free.

Those taking two or more studies at the same time are entitled to free instruction in Harmony.

Terms in the Conservatory correspond with those in the College.

Pupils in the Conservatory are subject to the regulations of the College.

FINANCIAL STATEMENT.

The condition of the finances is substantially the same as it was last year.

Respectfully submitted.

HORATIO Q. BUTTERFIELD,
President.

YOUNG LADIES' SEMINARY AND COLLEGIATE INSTITUTE, MONROE, MICHIGAN.

REPORT OF PRINCIPAL TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

BOARD OF TRUSTEES.

Rev. C. N. Mattoon, D. D., President; Rev. A. L. Bloodgood, Secretary; Prof. E. J. Boyd, Treasurer; Charles G. Johnson, Esq., Col. E. Chapman, Hon. John P. Hogarth, James Armitage, Esq., Wm. H. Boyd, Esq., Hon. Geo. M. Landon, Rev. Wm. S. Taylor, Rev. Geo. B. Eastman, Rev. A. K. Strong, D. D., Rev. D. P. Putnam, Rev. David Casler, I. E. Ilgenfritz, Esq., Col. B. S. Compton.

The next term of this institution will begin September 13th, 1877.

This will be the opening of the 28th year of its history. During each successive year it has graduated a class of young Ladies, very many of whom are filling places of responsibility and high social positions to the credit of their *Alma Mater*.

Prof. Boyd and his excellent lady still continue Principals of the Institution.

Miss Warner, a cultivated christian lady from New England, who has filled the position of Preceptress so acceptably, will remain.

Prof. Alex. Fleischmann, who has no superior in music, is director of Piano, Organ and Singing. With him is associated, Mrs. Capt. Geo. Yates, as vocal teacher, and Miss Anna Boyd as teacher of Piano and Organ.

Miss Florence S. Boyd, teacher of Drawing and Painting.

With competent teachers in other departments, the design is to provide a place for the education of our daughters, where they will receive the same kind of personal care and supervision they would in their homes.

There are accommodations for upwards of forty boarding pupils.

In view of the financial pressure incident to the times, board and tuition have been reduced to fifty-five dollars per quarter of ten weeks each, with rooms furnished, gas and fuel.

While we must appeal to the long record of the past, it is the earnest wish of the trustees and friends of the Seminary to make it even more worthy the confidence of the public in the future, and a perpetual means for the training

of young ladies for all coming generations in both the substantial and ornamental branches of female education.

For further particulars, apply in person or by letter to

PROF. E. J. BOYD.

The above circular is issued by order of the Board of Trustees.

REV. C. N. MATTOON,
President.

REV. A. L. BLOODGOOD,
Secretary.

CHARACTER OF THE SEMINARY.

It is the earnest effort of the founders of the Seminary not only to furnish a good school, but especially a quiet and happy home; where principals, professors, and teachers constitute one family, sitting at the same tables, enjoying the same pleasures, and conforming their manners to the usages of refined society.

While not sectarian in organization or character, it is a christian family in which affection, courtesy, and refinement shall prevail. The pupils attend church at least once on the Sabbath, wherever their parents may direct, accompanied with one of the teachers.

COURSE OF STUDY.

Academic Department.

Mental Arithmetic, Robinson; Practical Arithmetic, Robinson; Descriptive Geography, McNally; Elements of Grammar, Pinneo; Elements of Drawing, ———; History of the United States, Barnes; Independent Sixth Reader, Watson; Pictorial History of England, Goodrich; Natural History, Tenny.

First Collegiate Class.—Higher Arithmetic, Robinson; Elementary Algebra, Robinson; History of England, Berard; Analysis of Sentences and Words, Green; Anatomy and Physiology, Hutchinson; Government, Shurtliff.

Second Collegiate Class.—University Algebra, Robinson; Mythology, White; Ancient History, Swinton; Natural Philosophy, Steele; Chemistry, Steele; Botany, Wood.

Junior Class.—Geometry and Trigonometry, Davies; Rhetoric, Quackenbos; Study of Words, Trench; Astronomy, Steele; Study of Milton, Boyd; History, Swinton; Poetry, Shakespeare; American Literature, Cathcart.

Senior Class.—Mental and Moral Science, Hickok; Geology, Steele; English Literature, Underwood; Lectures on Fine Arts and Literature, by Prof. Boyd; Analogy of Religion, Butler; Natural Theology, Chadbourne; Logic, Whately.

Art Class.—Study of Painting, Sculpture, Architecture, etc., with Lectures by the Principal.

Optional Studies.

In addition to the Regular Course above, other studies are selected from the following list; or those that prefer it can pursue one or all of the following studies, without any of the Regular Course:

French.—Otto's Grammar; Sous La Neige, Porchat; Lamartine and Racine works; Compositions and Conversations; La Petite Fadette, Geo. Sands; Le Siege De La Rochelle; Borel's French Grammar; De L'Allemagne; Plays in French; La Literature Francaise.

German.—Otto's Grammar; Undine; Schiller' Poems; Jungfrau von Orleans; History of German Literature; Ergmont.

EXPENSES.

Board and tuition in all English branches, rooms fully furnished, and carpeted, gas and fuel per quarter of ten weeks, have been reduced from \$65 to \$55, to meet the present hard times.

Piano lessons per quarter from \$12 to \$15.

Organ lessons, \$18.

Use of instrument \$3 per quarter for one-half hour.

French, German and drawing, each \$5 per quarter.

Painting in oils, \$15 from objects and nature.

Each pupil furnishes a pair of sheets and pillow-cases, also towels and table napkins.

Payment for board and tuition is required in advance. Deductions are only made in cases of protracted sickness.

In all such cases one-half of the charges will be refunded.

A deduction is made from the bills when two or more come from one family. Also a most liberal deduction to the daughters of clergymen.

SPECIAL STUDIES.

Any student desiring to give special attention to music or languages or the art of painting and drawing, will find here unusual advantages under the best instructions.

There is a music hall with more than a dozen of pianos for practice, and a pipe organ; also a room fitted up as a studio with models and paintings for the use of pupils who may devote their time entirely to any of the extra branches, and become proficient therein.

Pupils may be admitted at any time during the academic year, only paying from the time of entrance; but as classes are formed at the opening of the term it is highly important that pupils be present on Thursday, the 13th of September, when the academic year begins.

Winter term the 7th of February, 1878.

RULES.

It is our policy not to burden young ladies with arbitrary rules and useless restraints. We adopt only such regulations as are needed to secure due attention to study and the formation of correct habits and worthy characters. Parents will also be glad to know that, although not under convent surveillance, their daughters are always well protected when upon the street. In matters of government throughout all the departments it is quite noticeable that firmness and consideration are happily blended, so that the girls never seem to chafe and fret under arbitrary and unreasonable regulations. Rules are few, but rigidly enforced.

BUILDINGS AND APPARATUS.

The Seminary buildings are large and commodious. To them are attached convenient recitation rooms, parlors, music rooms, dining hall, lodging rooms, and drawing and painting rooms.

Every room is lighted with gas.

Valuable apparatus has been purchased to illustrate the department of Natural Philosophy and Chemistry.

Blackboards have been profusely distributed. A large carriage and sleigh are furnished, in which pupils take daily rides, without charge.

Pupils may devote themselves to any of the ornamental branches above.

Pupils from abroad will find ample arrangements for board, and a pleasant home in the family of the Principals, where most of the professors and teachers reside.

A fine organ, with all the modern fixtures of sub-bass, is placed in the study hall, which is used daily at worship, and on which the young ladies can take lessons and practice.

The institution has thirteen pianos, and one grand piano for practice and lessons. Also one of the best cabinet organs.

In music there is a special department where pupils can prepare themselves for teachers under the very best masters.

The value of real estate and apparatus is over \$25,000.

E. J. BOYD, *Principal*.

GERMAN AMERICAN SEMINARY.



H. S. Tarbell, Esq., Superintendent Public Instruction, Lansing, Mich..

DEAR SIR,—In compliance with the law and your favor of the 28th ult., I herewith submit the following report:

The German American Seminary is located at Detroit, on Lafayette street east, and was founded and chartered in 1861. Its site is a tract of land 100 feet front, improved with a grand main building, a gymnasium and house for the janitor, valued at about \$25,000. In addition to this it owns 5,500 acres of land (so-called swamp lands) lying in the State of Michigan, and valued at \$1.00 to \$5.00 per acre. Its annual income for the last fiscal year from all sources was \$6,709.51. It has a chemical laboratory and a library numbering 500 volumes. The school is divided into three departments of two, four and two years respectively. The first two years or grades are known as the "Kindergarten" department, after Fröbel's system (connected with this institution for the last ten years), the second four the Primary (Elementary), and the last two years the Grammar (Real) school.

Number of instructors: Nine.

NUMBER OF STUDENTS IN THE DIFFERENT CLASSES.

Kindergarten	30
Class 4th, Elementary.....	32
Class 3d, "	29
Class 2d, "	33
Class 1st, "	34
Class 1st, Real (Grammar).....	23
Class 2d, " "	28

STUDIES PURSUED.

English, German, French, Arithmetic, Geometry, Algebra, Physics, Chemistry, Natural History, Geography, History, Drawing, Penmanship, Singing, Gymnastics, Needle-work.

BOOKS USED.

Monroe's Readers, Swinton's Grammars, McNally's and Guyot's Geography, Swinton's Condensed History, Lange's Leitfaden der Geschichte, Peterman's Deutsche Lesebücher, Gundlach's Liederbuch, Plötz French Course.

This institution possesses superior means of instruction, consisting of physical and chemical apparatus, valuable collections, maps, etc. Graduates are ex-

pected to master English and German equally well, besides acquiring a fair knowledge of French.

OCCUPATION OF PUPILS IN THE KINDERGARTEN.

Building, stick and ring laying, perforating, embroidering, weaving, plaiting, folding, intertwining, peas-work, and modelling.

KINDERGARTEN APPARATUS AND APPLIANCES.

Fröbel's "gifts," large rooms, piano, tables, benches and material for occupation.

EFFECT OF THE SYSTEM.

It promotes a graceful carriage, physical development, clearness of ideas, and harmonious growth of the whole nature.

Very respectfully yours,

KARL H. McMANN,

Secretary of the German American Seminary.

DETROIT, Nov. 13, 1877.

RAISIN VALLEY SEMINARY.

To the Superintendent of Public Instruction:

DEAR SIR,—The real estate held by Raisin Valley Seminary, and on which the school buildings, Principal's residence, and observatory are situated, comprises about thirty-four acres, valued, with the buildings, furniture, etc., at about twelve thousand dollars.

The endowment fund of the Seminary is nearly twenty-four thousand dollars, yielding an annual income of two thousand dollars. Receipts from other sources the past year sixteen hundred dollars. Total receipts \$3,600.

Number of instructors 4; number of students 101.

Number in Preparatory Department	45
“ Middle Class	20
“ Junior Class	34
“ Senior Class	2
Total in all classes	101

The course of instruction, books used, terms of tuition, and other items called for by the statute, will be found in the printed announcement accompanying this.

Very respectfully,

ERASTUS TEST.

REPORTS FROM TOWNSHIP SUPERINTENDENTS.

[NOTE.—It has been thought that these reports would possess greater interest and convenience to the reader if they should be arranged so that whatever has been said by each upon a particular subject should be presented consecutively. I have therefore taken the liberty to select portions from each report and arrange them under the headings which follow. About half of what was furnished is here printed; all that seemed of local interest only, or that can be learned by a reference to the statistical tables in this report, has been omitted.—SUP'T PUBLIC INSTRUCTION.]

LEGISLATION.

ALLEGAN COUNTY.

ALLEGAN TOWNSHIP—P. A. LATTA.

I would suggest that a law providing for the licensing of teachers for the first and second grade, good for the entire county, would tend very much to increase the professional interest among teachers. This could be done by instituting a board of county examiners, with authority to meet twice a year for such examination.

DOUGLAS TOWNSHIP—F. E. JOHNSON.

I would be in favor of having the commencement of the term of superintendency at the opening of the school year.

SAUGATUCK TOWNSHIP—E. B. WRIGHT.

The school year should begin with the superintendent's year. Now I am obliged to split my predecessor's year in halves, and make my report from a probable estimate, whereas, if the school year began with my year, I should be able to report more understandingly.

ALPENA COUNTY.

ALPENA TOWNSHIP—H. C. MYERS.

Is it not possible to have a law passed giving the superintendent of schools power of refusing certificates to all not having a certificate of attendance at some institute?

ANTRIM COUNTY.

CHESTONIA TOWNSHIP—C. H. KELLY, M. D.

Let the superintendent and board of inspectors form a county board to meet and examine teachers once a year, giving certificates to teach any school in the county, meantime the county superintendents may give certificates as now. Again, let the superintendent be elected in the spring as now, but not enter upon his duties until the beginning of the school year. This will give them time to post themselves, and they can make a correct report, which few of them can do in the middle of their term of office as they are required now to do. Also let the county board be required to establish a uniformity of text-books for the county, and let the State Superintendent have power to expel immoral and drunken superintendents when a town board is composed of a clique, as now in Mancelona, to the detriment of the schools and the annoyance of all lovers of our excellent school system, kept in office by his own relations, composing the township board.

BARRY COUNTY.

CARLTON TOWNSHIP—C. A. BAKER.

The office of superintendency is one that should be filled for the term of three years. When a man has become acquainted with his duties of said office he should be retained.

MONITOR TOWNSHIP—J. DELL.

Legislation should do something to limit the supply and regulate the prices of books. They should sift all that are in the market, and select the best, and should say, that these, and these only, shall be used in the schools.

BAY COUNTY.

PINCONNING TOWNSHIP—G. A. EWING.

My only suggestion for legislation is in relation to the present law including pupils from five to twenty years of age to our public schools. Insert the figure six instead of five, and I think the order in our schools would be improved.

WILLIAMS TOWNSHIP—C. BRADFORD.

I cannot see any imperfections in the intention of the law, but I would like to see town superintendents holding their office more than one year, as they would be better qualified for their duties by experience.

Could the people see the benefit of retaining in office the superintendent, as they see that changing teachers is not beneficial, a reform would soon take place.

BERRIEN COUNTY.

GALLEN TOWNSHIP—C. THURSTON.

There ought to be some provision made to supply children with text books when they are wanted. Parents promise to get books when they go to town, the result is children go to school two-thirds of the term without books.

PUBLIC INSTRUCTION.

BRANCH COUNTY.

NOBLE TOWNSHIP—W. M' MILLAN.

As regards school legislation, I think the greatest need here is a more strict and pungent law to compel attendance at school, placing the duty of enforcing the law in some other hands than where it now is. As it now stands the law is a dead letter here. It should be enforced for the good of our schools. There should be some legislation to compel districts to furnish apparatus suitable for school work.

SHERWOOD TOWNSHIP—C. C. LAKE.

Would it not be well if the law would make it the duty of the board of inspectors to purchase books for the libraries? I would also recommend that a law be made requiring township superintendents to meet in convention at least twice a year for the purpose of securing a uniformity of action in regard to the examination of teachers and of grading certificates.

CALHOUN COUNTY.

CLARENCE TOWNSHIP—H. J. COURTRIGHT.

We have two public examinations each year, as required by law, but the teachers prefer private examinations. I think it would be well if the law required an extra fifty cents for all private examinations; then teachers would pay more attention to public examinations, thus saving each township a few hundred dollars unnecessary expense.

NEWTON TOWNSHIP—A. E. GLEASON.

As regards future legislation, I think the law in reference to directors' reports might be made better. As the law now stands there is no specified time mentioned, hence there is a loss of both time and money.

CASS COUNTY.

JEFFERSON TOWNSHIP—H. R. SCHUTT.

My experience with directors reports still urges upon me the necessity of a legal enactment for assembling the directors at a proper time each year at the town house or clerk's office, where, together with the clerk and township superintendent, the reports could be made correctly, as all the data would be at hand. Many directors are voted into office against their inclination, and it must be admitted that in many cases they are incompetent to execute so simple a requirement as the making out the report.

MILTON TOWNSHIP—H. R. BACKUS.

I think it would be well if the township superintendent's term of office could begin with the school year and continue two years. I am in favor of some legislation in regard to the text books used, for in no other way can it be secured without some loss of friendship for the school officers in some districts.

NEWBERRY TOWNSHIP—J. B. WARNER.

As regards legislation, I would suggest that there be some way provided whereby the township superintendent may make his annual report correct]

As it now stands it cannot be done, when his term of office commences on the first of April, and the school year commences on the first of September.

PENN TOWNSHIP—M. PEMBERTON.

I would recommend that a law be enacted requiring the library be kept in the school house, and that the library money be used within some stated time. Quite frequently superintendents who are not re-elected, knowing they have no report to make, leave their business in a bad shape. A law making the office coeval with the school year, would be a great improvement.

Some means ought to be provided by which teachers of known ability and tried success could obtain a State certificate.

CHEBOYGAN COUNTY.

INVERNESS TOWNSHIP—D. J. GALBRAITH.

If the township superintendency is to be continued, the Legislature should pass a law requiring the superintendents of every township to meet at a central place in the county three times each year for the examination of teachers and grant certificates holding good for the county, giving township superintendents the privilege of giving permits to teach until another meeting of such boards. This would be a material improvement on the present system, as doubtless there would be found some one of such a board qualified to conduct an examination. It would also have a tendency to do away with a great deal of favoritism brought about by local superintendency.

EATON COUNTY.

HAMLIN TOWNSHIP—G. E. LAKE.

The law should provide for an annual meeting of township school superintendents.

ROXAND TOWNSHIP—WM. C. HOWELL.

I would recommend that we have a law passed for the examination of teachers on the last Saturday of March and the second Saturday of October in each year. And any teacher presenting himself for an examination at any other time should pay one dollar for his certificate. Also that each district shall furnish apparatus sufficient to illustrate the branches taught.

GENESEE COUNTY.

DAVISON TOWNSHIP—E. HOLLENBECK.

Who shall accomplish needed reform? A superintendent appointed, not by nor subject to political caprice, but by a board of trustees or some higher educational authority. Give him territory enough to keep him busy, but no more schools than he can attend to well. Let him prescribe the text books to be used in his jurisdiction. Let him prepare a uniform course of study to be followed in each district so far, perhaps, as the grammar school grade, with one or two schools in each township to prepare pupils for the high school grade. Then, if desired, the pupils can prepare for the high school and graduate at the University. Put the whole charge of hiring teachers in the hands of the superintendent and trustees, with examinations competitive.

Give the board and superintendent more than advisory power in the matter of building, aids to teaching, and other school expenses.

The expenses of the schools ought to be a town, not a district tax. There ought to be an uniformity of buildings, furniture, system of instruction and expense throughout at least each township. I don't believe we shall ever approximate success nor have our money's worth until some plan similar to the city superintendency of schools is adopted in the country schools and enforced. I wish the leading educators would devise some plan, one that can be got through the Legislature. Then let the teachers be educated to do the work of the grade in which they teach. Teachers would not have all the studies from A to algebra to hear every day. They would not need University education to teach winter schools, and could not demand the highest wages. The primary schools would need but few and inexpensive aids to teaching. The chief school of the township could be better furnished.

It is a patent fact that the pupils who wish to go farther than practical arithmetic, must, as a rule, leave home. Thus the Union school robs the country schools of their best talent. If pupils could be educated at home until they are prepared for the high school, it would cost them less and they would receive more attention than they now do in the city schools. On the other hand I have known many pupils of twelve and fourteen years, who were good readers, studying primary arithmetic, and had never written or studied geography, grammar, or practical arithmetic. Lack of systematic instruction and supervising power. The needs of education cry loudly for reform—shall we have it?

MT. MORRIS TOWNSHIP—J. H. TYLER.

It is thought that one superintendent for each representative district would be the best plan, thus dividing the work in some of the more populous counties and uniting others more sparsely settled. Be that as it may, I would advocate a change to the county system, and if the duties prove too onerous for one man, let the law provide for an assistant.

GRATIOT COUNTY.

PINE RIVER TOWNSHIP—H. N. ROBINSON.

If the people of this State are determined to do away with the county system (which I consider one of the foulest moves on the progress of our schools) would it not be well to enact a law giving the township superintendent a longer term of office so that he might include in his report one or two full school years of his own work and observations?

NEW HAVEN TOWNSHIP—W. S. EVEREST.

There should be some provision made by law by which an uniformity of books may be obtained, so as to enable the school board to establish a prescribed course of study, and to assist the teacher in classifying his school.

There should be some law to compel a more perfect attendance at school.

The law relative to the time for the meeting of the board of school inspectors, should be changed to some other day than Saturday, there being many who regard that day as Sabbath.

NORTH SHADE TOWNSHIP—R. GARNER.

As to legislation my opinion is that a law establishing teachers' wages, according to the grade of certificate held (in district schools), and making superintendents liable for improperly licensing any teacher as to grade, would have the effect of producing a higher class of teachers. In such case the schools would be more completely under the control of the State, and less under whimsical officers who are often ignorant of the true interest of education.

NORTH STAR TOWNSHIP—E. FRANKLIN.

Our school law, fixing Saturday as the day for the regular meeting of the school inspectors, should be changed. The school inspector elected in this township last April observes that day as Sabbath, therefore will not meet with us.

HILLSDALE COUNTY.

ALLEN TOWNSHIP—E. P. NORTON.

It appears to me that the term of office of the township superintendent should be two years, and that this term should commence at the beginning of the school year. This would enable the superintendent to make a full report of his own doings. It also appears necessary that the legislature should specify when public examinations shall be held. There should be at least three days appointed, one about the first Saturday after the first Monday in April, the second near the first of September, to examine teachers for union schools; the third about the second Saturday in October.

There appears to be some defect in the law passed, requiring teachers to pay a fee at the time of receiving a certificate. If the superintendent grants a first grade certificate, the holder can teach two years and pay but one fee, while those holding a second or third grade are obliged to pay every year, and those holding certificates from other authority than the township superintendent, are entirely exempt.

FAYETTE TOWNSHIP—H. WARREN.

More power might be given to the superintendent with less danger than is now held by the average county director, who displays little interest in the schools after he has engaged a teacher at the lowest possible price.

RANSOM TOWNSHIP—J. D. BROWN.

The people generally seem to be satisfied with the working of the present system of superintendency; but if it is retained there ought to be some regulations in regard to the qualification of teachers. At present a person may get a first grade certificate in one town and in another be barely able to get a third.

It would be a good plan for the State Superintendent to say what per cent a teacher stands, then prepare a set of questions as a model, or the standard to be used.

The statistical report should be made to correspond with our year, as our year should correspond with the school year. It is almost impossible for us to find out the statistics you require, especially relating to expenses.

HOUGHTON COUNTY.

CALUMET TOWNSHIP—R. H. OSBORN.

I had hoped that two years of the township superintendency would have proved ample time to satisfy every one of the injurious tendencies of the system and its depressing influences on our schools, and that instead of drifting backward and from year to year lowering the standard of qualification in teachers, and as an inevitable consequence lowering the standard of our schools, that some action might have been taken by the last Legislature looking to a return either to the county system as it stood before the change in the law, or to that system with some modification which perhaps might be made, rendering it unobjectionable, but still providing for the proper examination of teachers, which I am fully satisfied fails to be accomplished under the aforesaid law.

INGHAM COUNTY.

AURELIUS TOWNSHIP—C. H. BATEMAN.

I should like to see a law establishing uniformity of text books for this county or the State.

MERIDIAN TOWNSHIP—J. E. WINN.

Superintendents should be elected for the term of two years, whether they supervise the schools of a township, a legislative district, county or State. It takes one year for a man to become acquainted with the work and requirements of the office. The school year should commence the first part of April or else the superintendent enter upon his duties the first of September. As it is now we are under the necessity of reporting facts which we know nothing about. With the exception of the dates of certificates there was no record of any thing in this office when I accepted it. This is not as it should be; let each man report his own acts. Under the present law the superintendent is chairman of the board of inspectors, and yet the directors are instructed to file their annual reports with the clerk. This is wrong. The directors' reports contain much matter which is valuable to the superintendent and which should be in easy reach of him.

At present the boundaries of graded districts cannot be changed without the consent of a majority of the board of trustees of such districts. This is wrong also. It gives them the authority to act upon their judgment and maintain them too, in preference to that of other people's, of other district boards, and in defiance of the board of inspectors.

The foregoing is but a glimpse of the defects of the present law, and nothing of the additions that should be made to it.

LANSING TOWNSHIP—J. BAUMGRAS.

I, for my part, do not consider that clause of the law relating to special examinations faultless. It surely ought to place some restrictions upon the candidates at least as far as actual necessity demands it. Much of the disagreeable portion of the work arises from this. They should either be compelled to pay a fee for the duty imposed, or wait until the next regular examination day. I hope our legislature will consider this one item among others.

I have sounded the opinion of the several teachers with whom I am officially connected, in reference to the law exacting a fee from all teachers receiving

certificates. They consider the object very worthy and much to be desired, but the manner of getting the means not entirely fair.

IONIA COUNTY.

LYONS TOWNSHIP—D. C. OAKES.

I favor county superintendency system. The law that makes the superintendent's year and the school year unequal is bad. I can make out my own report, better than I can make the report of some other man just gone out of office.

OTISCO TOWNSHIP—J. T. JOSLIN.

I think the law should be so amended as to make all teachers pay for their examinations except on regular examination days.

JACKSON COUNTY.

BLACKMAN TOWNSHIP—C. WOOD.

The existing law gives no right to any teacher to board around in the district. Many of our districts are anxious to have good schools as possible with as little money as possible, therefore hire their teachers and agree with them to board around. Now as there is no law authorizing it, would it not be well to re-enact the old law in all districts that may desire it. Let the Legislature make a general law, and then let each district determine whether or not the law shall take effect.

COLUMBIA TOWNSHIP—D. E. HASKINS.

I believe the township superintendency is not what we want. Have a county or legislative district territory for one man.

I am not in favor of the tax for institutes going out of the county, nor of the institute tax without another one is also paid by every teacher not attending. This should be supplemented by another law allowing them the time actually in attendances at institute. I would prefer the tax be given to the one working the hardest to succeed in the township, or if it must go into the State Treasury let it form a fund for the support of indigent teachers who have taught not less than ten years in the State.

We ought to have penalties attached for the violation of our school laws, which we know is done in nearly every district. I don't believe that one dollar out of a hundred of our library fund goes for that purpose, and that is only a small item, besides some things that are done contrary to law.

SUMMIT TOWNSHIP—R. E. GALLUP.

I hope our next Legislature will so amend the school law that all teachers not appearing at the regular examinations shall be required to pay for the extra examinations.

KALAMAZOO COUNTY.

CLIMAX TOWNSHIP—F. HODGMAN.

The county system of schools spreads the man out too thin, and the township system spreads the work and the pay too thin. In the one case the man cannot perform the duties, and in the other he will not. We should have an interme-

diate system between the two that will give a capable man just enough to do and pay him a reasonable compensation for doing it. There ought to be a change in time for making reports, or else there should be more of them. The township superintendent is elected in April, and has nothing to show for the work of his predecessor for the last half of his term. He is called on in the middle of his year to make a report, and in many cases is unable to make a correct report of anything back of his own term in office. The old superintendent should make a final report of his own doings when he goes out of office, and the new should be furnished with blanks upon entering the office, that he may know what is expected of him.

PORTAGE TOWNSHIP—G. T. HALL.

I wish to enter my protest against the election of township superintendents; they should be appointed. Any person with average observation can see that the way our party politics are run, the only man perhaps in a township qualified for the office does not stand the ghost of a chance if he happens to belong to the party that is in the minority.

KENT COUNTY.

CASCADE TOWNSHIP—H. C. DENNISON.

Our school laws might be improved. The superintendent should have territory sufficient to employ his whole time. The present law of township superintendents is inferior to the former system. We should have a law establishing days for examinations.

PARIS TOWNSHIP—A. D. CHESEBRO.

This democratic form of government is not a success in some directions, particularly in the election of superintendents. They should be appointed by the supervisors so that somebody should feel responsible for their failure or success. I would increase their salary rather than otherwise. There should be a law devised to establish an uniformity of text books throughout the State, and at less than half the present cost. They should not be changed in less than five years, then cautiously and with strong reasons for so doing.

SPARTA TOWNSHIP—J. H. MAYNARD.

I have but one remark to make relative to school legislation, that is: we had better return to the county system of superintendency, or at least making the superintendent a salaried officer, who shall devote his whole time to the work, and so divide the territory that he may visit each school twice each year. If we had competent men in every town, which we have not, they could not and would not be troubled with the office.

If our Solons at Lansing would not be quite so economical in this direction they might spend less in building prisons.

LAPEER COUNTY.

GOODLAND TOWNSHIP—J. D. MASON.

The law should specify the amount of time the superintendent should be employed, and the amount he is to receive for said services; also, section 65

school law should be so amended as to prohibit protracted or long continuous meetings being held in any school building, while school is in session. I have known several schools nearly ruined thereby. But it is impossible to vote such meetings out, when the largest majority of the district attend them.

MARATHON TOWNSHIP—E. A. BROWN.

I will say in regard to school legislation that I am in favor of a return to the county superintendency in some form, for in many of our townships it is impossible to find men qualified for the office, but perhaps no system would be without its faults.

MAYFIELD TOWNSHIP—F. H. IVORY.

There ought to be some legislation in regard to establishing an uniformity of text books throughout the State, so that a scholar in passing from one school to another would not be obliged to procure a new series of text books.

LEELANAW COUNTY.

BINGHAM TOWNSHIP—M. A. HUESS.

The term of office for township superintendents should be changed. They should commence their work with the school year. As it now stands we are unable to fill out our statistical reports from the fact that our predecessors leave us no information pertaining to these matters.

LEELANAW TOWNSHIP—S. H. HUTCHINSON.

One difficulty that the township superintendent has to meet in making out his annual report is that he has to embody the work of his predecessor for about half of the school year with his own, hence it is less likely to be a full and accurate report. His term of office should commence with the school year.

The time of holding office (one year), as the law now stands, is too short for eliciting the greatest interest in school affairs or for securing thorough and uniform methods of instruction.

ELMWOOD TOWNSHIP—A. B. DUNLAP.

Two or three branch Normal Schools should be established in different parts of the State, as is the case in New York State. By this means our common schools would be greatly benefited by normal instruction.

It was a mistake in abolishing the county superintendency, for the want of competent men to act in these new townships as superintendents is very seriously felt in all this region. The law should be renewed. This is the opinion of all observant and intelligent men.

LENAWEE COUNTY.

CAMBRIDGE TOWNSHIP—D. E. THOMAS.

If the Legislature would pass a law requiring the district boards to adopt a uniform series of text books, have three terms during the year, give the school board power to classify the schools and require them to instruct the teachers to take the classes over as large a portion of the text books as may be deemed sufficient by the school board, require them to visit each school at the end of the term for the purpose of examination, and promote such scholars as are

worthy, it would raise the standard of district schools and would give the school boards something beside a name.

The law in regard to township superintendents is deficient in not requiring the township to pay for special examinations. Last spring the Board became law makers, passing a resolution that all special examinations should be at the expense of the teachers.

RIGA TOWNSHIP—F. G. CHANDLER.

I hope the day is not far distant when the Legislature will pass an act compelling our common schools to use a uniformity of text books throughout the State,—a law similar to the one up before the Ohio Legislature last winter.

WOODSTOCK TOWNSHIP—H. WILCOX.

We want a repeal of the law of '77 relative to charges made to those who receive a certificate. Living as I do, twenty miles from the county seat, I may have \$2.50 or even \$2.00, and charge the township \$2.00 for time required to deposit it.

MACOMB COUNTY.

WASHINGTON TOWNSHIP—O. D. THOMPSON.

If the township system is to be continued would it not be better to have each officer take his place September 1st? But give us county or district superintendency.

STERLING TOWNSHIP—F. MONFORT.

I think this township superintendency is all wrong. If county supervision was too much work for one man, give him a part of a county, at all events give him work enough to do to keep him in practice. In Macomb county there are two representative districts. Why not amend the law so that the people elect or the supervisors appoint a superintendent for each representative district? Under such a law it seems to me the school work would be nearly equally divided. I would also have the time changed for his election from our annual spring election to our biennial election in the fall, and elected for a period of two years.

MECOSTA COUNTY.

AUSTIN TOWNSHIP—N. O. WARD.

Uniformity of text-books is what we want, and in view of this fact I would beg leave to direct your attention to certain school laws which, if properly amended, would render the law creating township or county system, as the case may be, less distasteful to the people, and in my opinion make our school system much more efficient. There is a clause in the said law which makes it the duty of the school boards to select the books to be used in school, and it also provides that said selection shall not be changed for a subsequent period of two years, thus giving to book publishers and their agents the power of compelling the people of said districts to purchase their books at extravagant prices. It is said that the text-books of our schools cost more than the tuition. I would suggest, as a remedy, that we have a Council of Public Instruction; also that the State Superintendent be chairman of said committee, and make it a part of

the duties of the said council to select and establish a uniformity of books for the State, and make arrangements with these publishers to have them furnished at as cheap a rate as possible, and have the price of each book printed on the title page and cover of said book, and make it a violation of law for any person to sell them above the established rates. This would have effect to reduce the price of books one-half, besides establishing the uniformity so much desired by all educators; and in view of the fact that our schools are deficient in school apparatus, I would be in favor of a legislative grant to aid in furnishing these requisites sufficient to enable the said Council of Public Instruction to add one hundred per cent to all sums raised by local efforts for that purpose, and to make it a part of their duties to purchase apparatus at wholesale prices and have them for deposit at the educational office, subject to the orders of district boards. This would exert a powerful influence in providing the schools with those requisites which tend to increase the interests and facilitate the progress of pupils, and add greatly to the value and efficiency of the labors of the teachers.

SHERIDAN TOWNSHIP—O. E. MUSGRAVE.

I would recommend legislation to have each superintendent assume his office at the beginning of the school year.

MONTCALM COUNTY.

EVERGREEN TOWNSHIP—E. FOLLETT.

I am of the opinion that the law establishing township superintendency was a retrograde step in regard to the schools of Michigan for the reasons, first, it is not in every township that a person can be found qualified that will attend to the duties of the office for the fees that the office pays, and often in the rural towns persons are elected who could not get a third grade certificate. Thus the law places many schools in very incompetent hands, to say the least. Again, the present system is far more expensive and less beneficial to the people. In my opinion a law should be made something like this: None but good qualified teachers should be eligible to the office; they to hold office from two to four years, as shall be considered beneficial; to be paid a good salary; counties too large for one man should be divided into two districts. I hope that a more rational system than the present will soon be in operation.

FAIRPLAIN TOWNSHIP—S. M. GIBBS.

From the workings of the superintendency as made known in Fairplain it is evident that the good of the schools would be promoted by a law requiring the directors to attend public examinations and to have teachers on hand at that time.

BUSHNELL TOWNSHIP—J. H. CHAPMAN.

We need an uniformity of text books throughout the State, which should be furnished by the State at a much less rate than we now can get them.

FERRIS TOWNSHIP—O. F. MASON.

I should recommend a board to be appointed by the proper authorities of the State whose duties it should be to recommend an uniform series of text books

for the use of our common schools, and no text book once adopted to be changed under four years.

MONTCALM TOWNSHIP—H. S. SHARP.

In regard to legislation, I believe a much better system than the present one for our schools would be, if the Legislature would divide the counties of the State into districts in which the schools were under the supervision of commissioners elected or appointed whose duties and salaries were fixed by the legislature and not left in the hands of the local authorities, as the board of supervisors, etc., as was the case with the salary of the county superintendent, in which case members of the board voted to cut down the salary of the superintendent simply to make their townsmen suppose they were working for economy and reform, until the efficiency of the office was destroyed.

OAKLAND COUNTY.

BRANDON TOWNSHIP—J. B. ALLEN.

If it is inadvisable to restore the county superintendency, would it be a good idea to change so as to unite several towns,—perhaps have one superintendent for each State representative district? Under the present system the compensation does not justify any person engaged in other business to give the time to this office that its duties require.

NOVI TOWNSHIP—DANIEL GAGE.

There should be some legislation to prevent districts from employing or licensing persons to teach under fifteen years of age; also the law should fix upon the date for our regular examinations, then it would be generally understood and candidates would govern themselves accordingly.

OSCEOLA COUNTY.

HERSEY TOWNSHIP—P. S. HOLDRIDGE.

School legislation should be left where it is for ten or fifteen years, or until the people get acquainted with it so they will know what to do.

OTTAWA COUNTY.

POLKTON TOWNSHIP—WM. F. STAMP.

Our schools would be very much improved could we secure an uniformity of text books throughout the State.

SAGINAW COUNTY.

BLUMFIELD TOWNSHIP—BARNHARD HAACK.

I submit the text books question by the following suggestion: By proper legislation a commission is created consisting of (say five) expert school men; the Superintendent of Public Instruction to be *ex officio* their president, whose duty it shall be to meet at the office of their president and prepare and establish a full plan of study to be observed by all of the primary schools of Michigan; also to adopt and introduce text books of study according to their established plan. If they find no adequate text books now in use, the commission offer

premiums for the best to be laid before them for examination in a given time and invite practical instructors to compete. After they have adopted one text book for each and every branch of study, competition is invited among the book trade for the purpose of having a reasonable price fixed and to avoid monopoly. As soon as the text books appear in market it is to become obligatory on the part of every teacher receiving a certificate to take care that no other books be bought for use in school, and after two years only such are to be allowed in the schools.

The necessary expenses connected with this arrangement, commissioners, compensation, premiums, etc., may be met by the appropriation of a part of the two-mill tax. I think the loss, if it can be so called, can be made up in one year by the savings, not only in the price of the books, but also in preventing the demand for new books with almost every new teacher. The expense would hardly be felt. The valuation of a district is \$21,000. The mill tax thereon yields \$42.00, of which towards the expense of the contemplated scheme a contribution of one dollar would be needed.

CHESANING TOWNSHIP—W. O. MASON.

Allow me to suggest that superintendents should have more than advisory powers in matters pertaining to schools. They should be furnished with visiting record books, which should be printed in such form, that if properly filled out at each visit, the superintendent could have the data for properly making out his annual report. A blank should also be furnished, which he should be required to fill out and deliver to his successor.

SANILAC COUNTY.

LAMOTTE TOWNSHIP—F. DAVIS.

With regard to legislation so far as my experience goes, I think county superintendency would give better satisfaction and advance the schools more than the method now practiced, for the reason of the inability of many towns to furnish a suitable man that makes educational matters his business.

MARION TOWNSHIP—G. C. VINCENT.

I would be glad to see the legislature giving us a law by which we could provide our schools with an uniformity of text books, by counties or otherwise, as school boards will not, or cannot remedy this difficulty. Also, I believe that a return to the county system of superintendency would be of great benefit to our schools, as many of our townships are in a deplorable state for want of a competent superintendent.

MARLETTE TOWNSHIP—HENRY M'CREA.

I would suggest that the office of superintendent be made more permanent, and that the township school board be made the examining board, and that private examinations be disallowed, except in rare cases.

ST. CLAIR COUNTY.

COTTRELVILLE TOWNSHIP—D. O. BEARDSLEE.

Our legislature in 1875 passed a law which adds another source for district quarrels. The law referred to is the one passed to enable graded districts to

change the time of holding their annual district meetings. Whatever may be the object of this law, it seems to me that it would have been well to have inserted a clause giving legal authority for employing the teachers, with whom they have to operate during the ensuing year, to the new board only. Two cases of violent contention over this matter have come under my notice. These scenes were the most disgraceful ever witnessed in our village. It is to be hoped that our next legislature will alter the reading of the law, or add a clause which shall do away with all future contingencies arising from that source, and that they will also become convinced of the ridiculousness of our system of school superintendency, and substitute something better.

EMMET TOWNSHIP—T. KENNEDY.

The law regarding our school superintendency is defective. At present the superintendent has to report the official acts of his predecessor. This cannot be as satisfactory as if the party making the report did the duty personally. If the superintendent held office until completing his annual report, this difficulty would be avoided. Also their time of office should be extended to two instead of one year as at present. This would give an opportunity for more extended and thorough observation of the subject in all its bearings, and would help to enable the observer to better detect defects and suggest proper remedies.

FAIR HAVEN TOWNSHIP—J. SNELL.

Should I venture to suggest anything in reference to our school laws, I should say make our two-mill tax a county fund and then distribute that as also the primary school money to each district in proportion to the number of days of attendance by the children of such districts. The public money would thus be used for the purpose for which it was intended. As it now is, a large number of children draw school money who never see the inside of a school room. With a regulation as here proposed, each tax-payer would see that it was for his interest to see that the schools were kept as full as possible in his own district, that competent teachers were employed who could attract a large attendance.

KENOCKEE TOWNSHIP—P. A. M'GINN.

Our county and township superintendency has been tried and found defective. I would recommend that the county be divided into districts and that each district elect a superintendent, one for one year, one for two years, and one for three years, filling the vacancy annually and fixing their salary at about three dollars per day. It could be hoped that the action of this local board would be independent and would best subserve the interest of education throughout the State.

KIMBALL TOWNSHIP—I. C. BURCH.

Our township superintendency system would be improved if the law was so amended that superintendents were elected for two years instead of one. They would then have the benefit of more experience, while now, just as they are beginning to understand their duties, they are liable to be succeeded by new and inexperienced men.

ST. JOSEPH COUNTY.

MENDON TOWNSHIP—REV. A. E. BISHOP.

I would suggest as an amendment to the school law that a county examiner for teachers' certificates would be more economical and be productive of a regularity of grade in scholarship and ability. Then certificates would be legal in any township of the county. I would suggest the continuance of the office of inspectors of schools for the purpose of visitation, and abolish the office of township superintendent.

Also that certificates granted by the officers of teachers' institutes legally held be deemed sufficient for purposes within the requirements of the law.

TUSCOLA COUNTY.

FAIRGROVE TOWNSHIP—S. J. SMITH.

Under the present law I would suggest that the election of the township superintendent be held immediately before or at the time of the annual school meeting, so that the accounts may be kept and the returns made without the difficulties now surrounding the office.

Again, the election of the superintendent should be for three years instead of one, thereby giving time to do something that shall show progress in the work. Also the appointment should be one of competent authority (say the probate judge) and not of election. At present many incumbents of the office are elected wholly unfit for the work, and placed in the position by parties in political strife, and jealous over other matters, regardless of the real wants of the schools, only so that a victory can be gained at the elections.

WASHTENAW COUNTY.

BRIDGEWATER TOWNSHIP—G. S. RAWSON.

We would suggest that some measures be enacted that will protect the library money from being misappropriated by the board of supervisors and others and directed to its proper use, without compelling school officers to seek the assistance of the law in order to use it as the law directs.

WAYNE COUNTY.

HURON TOWNSHIP—G. S. CLARK.

The school law should be so amended that each superintendent should come into office at the commencement of the school year, for the reason that the newly elected man does not have sufficient time to prepare his questions and post his notices before most of the schools wish to commence their spring term. Again, it is not convenient to make out a report of another man's work.

WEXFORD COUNTY.

CLEON TOWNSHIP—A. F. CHOATE.

In districts having a prescribed list of text books, the board should in some manner be empowered to have and keep such books on hand as may be needed.

This would affect more especially districts that are new. It would prevent many difficulties and inconveniences.

SELMA TOWNSHIP—C. R. ALLAIRE.

We should have a law to enable the townships to furnish the school books for the schools as public property, and the care of such books to be delivered to the several district boards. By this means uniformity of text books could be secured, and teachers enabled to classify their schools as would best serve the interest of the pupils.

SUPERVISION OF SCHOOLS.

ALLEGAN COUNTY.

OVERISEL TOWNSHIP—J. K. KLEINHEKSEL.

It is difficult to decide the relative merits of county and township superintendencies. Both have their defects. The great defect of the old system was, the work was too much for one man, and of the new, the work is not enough. No man who is equal to the office can well afford to leave the duties of his profession and give due attention to the various duties of this office. Hence from many it receives only a second-hand attention.

Another defect of the present system is, it has taken away all uniformity of standard throughout the county. Every superintendent makes his own standard. The result is, all third rate teachers leave the township whose superintendent is what they term strict and apply for schools in neighboring townships where they are thought to be less particular. Perhaps the county institutes may remedy this in part. But in order to remedy it entirely there must be some plan devised for securing a uniform standard of requirements, at least for the county, if not for the State. Would it not be practicable for the department of Public Instruction to distribute questions annually for the use of the township superintendents?

BARRY COUNTY.

IRVING TOWNSHIP—M. B. BROOKS.

The town superintendency system is in my opinion not the plan that will be the most likely to improve the schools and keep pace with the times for the simple reason that in a majority of the towns there is no one to be found who is capable of doing justice to the work. Most of them have never held any thing more than a third grade certificate; their style of teaching is old, not in accordance with the requirements of the times. It seems to me that if territory enough is allowed to one superintendent to take his whole time and attention, and he chosen after an examination, the right man might be found to improve the schools.

ORANGEVILLE TOWNSHIP—G. C. NEVINS.

So far as I can learn our schools are doing as well as under the county superintendency, but if we are to improve, something different from the present system seems necessary.

BERRIEN COUNTY.

BENTON TOWNSHIP—J. C. LAWRENCE.

I think the sooner the county superintendency is reinstated the better it will be for our schools.

CALHOUN COUNTY.

ALBION TOWNSHIP—E. H. KNAPP.

It is hardly necessary to say that the work of the superintendent is quite limited and unsatisfactory, as always must be the case with the present mode of supervision. The interest felt in sustaining the office and securing the services of a competent person falls far short of the needs of the several schools.

HOMER TOWNSHIP—B. FANCHER.

The schools of the township have in general less vigor than formerly under the county superintendency. There are more applicants for schools without any increase of qualification, evidently under the impression that the lowering of the office implies a reduction of requirements. Without some change of the present township system we may expect a further decline. There is no bond of union between townships. There is no place for the application of an additional force; no one to carry forward any practical improvement in scholarship, method, or books outside of the township. The educational waters have become stagnant. We need some action, some efficient agency reaching out after the schools of the county, some intellectual, circulating medium of par value, with more control than book agents or an occasional institute. We want an engine in continual operation, reaching the foundation and bringing out streams of living waters.

MARENGO TOWNSHIP—P. MULVANY.

On the workings of the township superintendency, compared with the county system, I have only to say that I think a representative district system would be superior to either. There are in sparsely settled townships many persons, chosen as superintendents, who are poorly qualified for office, whereas in representative districts the chances for selection would be better. I would have them elected at the general election—to hold office for two years, at a compensation of \$2.50 per day. This would give a wider field to work in, and would prompt a person to keep better posted in educational matters than the present circumscribed system.

TEKONSHA TOWNSHIP—A. G. RANDALL.

The superintendency work has not been as satisfactory as could be desired for this reason: lack of interest by district officers in the management of school affairs. When officers fail to recognize any difference between teachers holding first and third grade certificates, there can be slight prospects of progress in our public schools. The only remedy is to require the same examina-

tion in third as in first grade, distinguishing the different grades by per cent in standing.

CHARLEVOIX COUNTY.

INVERNESS TOWNSHIP—D. GALBRAITH.

Many of our township superintendents are unacquainted with the rudiments of a common school education. It is difficult to find men qualified for the office, and those who are qualified are unwilling to act in consequence of the very limited allowance made for their services.

CLINTON COUNTY.

BINGHAM TOWNSHIP—W. S. LAZELLE.

I have not given that attention to the superintendency of our schools which they require, owing principally to other matters of business and responsibility which have been resting upon me. I am personally in favor of a county superintendency system in lieu of the present one, by the laws of our State, which would in my opinion be the means of obtaining better talent, and giving that officer more time to prepare for the important work assigned him.

DALLAS TOWNSHIP—W. J. HAMMOND.

I have held the office of township superintendent ever since our State legislature saw fit in their great wisdom to create so responsible an office, and to my certain knowledge the primary schools of this county are gradually falling in the scale of progress. Ever since this new law, cheap teachers have sprung up like weeds in a neglected garden, and school boards will employ them. For my part, I am decidedly opposed to this office of township superintendent, and think something different and better should be devised by our legislature the coming winter.

WATERTOWN TOWNSHIP—L. TOWNSEND.

In my opinion there can not be any great improvement under the township superintendency system, as men will not leave their business to give the work the time and attention it requires.

EATON COUNTY.

WINDSOR TOWNSHIP—T. HULL.

I am decidedly in favor of a district superintendent system, though to make it more effective it should be revised. I should say, make the office perpetual during good service, and make it an appointive office instead of an elective one, giving the township board the power to appoint and to remove therefrom, adequate cause being shown in a regularly called public meeting for that purpose, the superintendent having a chance to defend himself in person or by council, or both. The number of examinations, and the time for visiting, limited by law. By this change it would be more removed from the muddy pool of politics and the thoughtless braggadocio and low electioneering of a township meeting where party stands clear above ability and learning. Then, again, the constant change in the majority of a township every year, detracts materially from the interest that one would take, knowing it to be a permanent office. Limit-

ing the work by law, would remove opportunities for speculating out of the office.

It seems to me that the township board would be far better judges of who should fill this office than a noisy caucus and a babbling and disjointed township meeting.

GENESEE COUNTY.

DAVISON TOWNSHIP—E. HOLLENBECK.

As to the township superintendency, I never had any confidence in it before I held the office, and my personal experience and observation have confirmed my previous dislike. Believing thoroughly in education of all the people, and knowing the ample provision made by law, the office has placed me in position where I must see more plainly than ever how sadly education is neglected, and how far below the possible are the results obtained. I entered upon the duties of the office last spring with reluctance, I shall quit the office with emotions of pleasure.

I arraign the system of township superintendency on the following counts: The superintendent is at home. He must give offense by refusing favors to friends and acquaintances, or else be guilty of granting unmerited favors.

The duties are not numerous enough, nor the salary sufficient to keep him in business.

If he has other business he will attend to that, and neglect the duties of his office. In the township the citizens are usually farmers, merchants, or mechanics—chiefly the former; good fellows in their business but *not* educators.

They have but little knowledge of the practical needs of schools, and care less. Few towns have a man fit for the office. The superintendent has no power to introduce reforms. He can advise, and they will do as they please.

I found in one school only twenty per cent of the pupils were writing, and that they wrote what, when, and how they pleased, wholly without system, wholly without instruction.

I insisted in strong language on reform,—on every child's learning to write a decent hand by daily practice. I had better kept still. I only demonstrated what a ghost of a shadow of an office I held. The whole system is a fraud on the people, an imposition on the teacher, a nuisance to the superintendent, an abortive effort to reform, conceived in ignorance, and born in folly. It is in no wise superior to the old system of township inspectors, and costs about ten times as much.

MT. MORRIS TOWNSHIP—J. H. TYLER.

There is an association of superintendents in this county for the purpose of raising the standard of teachers and making it uniform throughout the county. If the meetings of this association were attended and assisted by all the superintendents of the county, it would prove a success, but as it is, it cannot accomplish much, for the majority fail to be present.

There is a great supply of poorly qualified teachers. If they fail in getting a certificate in one town, they usually succeed in another, the result is, that school is a failure. This, together with other reasons, is convincing the people that the township superintendency is just the reverse of an improvement.

MUNDY TOWNSHIP—D. LAWRENCE.

The act of repealing the office of county superintendent was a retrograde step. Very few towns are supplied with men competent and up with the times sufficiently to do justice as examiners, consequently our schools are filled from year to year with inferior grade of teachers, and of course so long as school superintendents and teachers are of an inferior quality the schools will be likewise.

GRAND TRAVERSE COUNTY.

PENINSULAR TOWNSHIP—H. G. REYNOLDS.

Aside from the statistical report there has been but little superintendent's work done in our town the past year. Our township is twenty miles long, and six schools being distant respectively from my house, two, five, six, ten, fifteen miles. The superintendency in this region is not expected to cost anything, and it is something of a tax to visit schools, ten, fifteen miles away. My experience in the office has but convinced me of my former opinion, that Michigan made a great mistake in abolishing the county superintendency. The great argument against the system is the burden of expense thereby entailed upon sparsely settled counties, and this would be wholly obviated by the simple expedient of having one superintendent only for two, or, if necessary, more than two such counties.

Now the responsibility is thrown into ten times as many hands, and in no one of them is it received as other than secondary business. Not only are township superintendents less accountable, but they are less capable on account of their greater number, as well as their lack of accountability, or of being guided and influenced by central authority.

Township superintendents are urged to meet together for mutual consultation, but the purpose is chiefly to obviate in some measure the mistake of having authority divided among them all instead of being concentrated in one county superintendent.

There is no uniformity at all, and teachers continually complain of this superintendent, and that (and none more than myself) because, whereas, other superintendents granted them high grade certificates, these either lower the grade or refuse them altogether.

Thus it is through almost every feature of the system. The crowning absurdity of the whole system is the annual election, so that, owing to the widespread sentiment throughout the State in favor of rotation of office, a superintendent is no more than fairly installed in office and beginning to be useful, than he is replaced by a new green hand.

An illustration: I am this year called upon to decide upon the merits of my predecessor in office, also of our last county superintendent, both of whom think of teaching this winter. Again, we are elected in the spring and our annual report is made in the fall, after serving but six months. Then, too, our report loses its influence on account of our stewardship. It is not a report of our work to our superior by which we will be commended or condemned. It is merely a statistical report. A poor superintendent may send a good report if he had an active predecessor, and a good superintendent may make a poor showing if his predecessor neglected his duties. It is not only to the educational department that this unfair report goes, but the one left on file in his own home

office over his own signature may be a most unfair presentation of his works. These are low considerations as concerning the superintendents, I admit, but they are of the kind which influence men's actions.

HILLSDALE COUNTY.

WRIGHT TOWNSHIP—J. H. VANDERVORT.

I am greatly in favor of returning to the county system.

INGHAM COUNTY.

BUNKERHILL TOWNSHIP—W. H. HOWLETT.

We have succeeded thus far in keeping up a county association of township superintendents. It has been of great benefit to us. We have a uniform list of questions and blanks, such as notices, term reports, cards of honor, etc., and the expense is much less.

Although I am personally in favor of the county system of superintendency, I am in hopes the present system may not be disgraced by any act or neglect of mine.

MERIDIAN TOWNSHIP—J. E. WINN.

In my judgment the "unkindest cut of all" the Michigan schools have received, was delivered when the law creating the county superintendency was repealed, and the present system adopted. I believe the schools throughout the State are retrograding, both in government and discipline—thorough and systematic teaching and study. Men of the ability and culture requisite to properly discharge the important duties of the office, can but seldom be prevailed on to accept the position, for the paltry remuneration they are to receive therefrom.

Some may urge that this is no argument against the present system, but more against the morals of society, that qualified men should accept the position through Christian principles,—the duties they owe to humanity and civilization. This talk of Christian principle, etc., looks very well on paper, but it fails to produce potatoes and salt.

Those incompetent officials that are thus necessarily chosen, license swarms of pretenders and quacks, and are therefore a cause of the great depression in wages, and the consequent final retirement of those noble workers who have adorned the teacher's profession. I am trying to remedy this state of affairs in this township by elevating the standard of scholarship and general qualifications required, and by so doing weed out the "beau hunters" and ambitious incompetents.

INGHAM TOWNSHIP—I. HOWELL.

I hear but little complaint in regard to the present system of township superintendence, however; I believe many are aware that it is inferior to the former system. I for one am in favor of returning to the county superintendency.

Of course any one to be successful in any business must make a preparation for the work.

We township superintendents cannot afford to thoroughly prepare ourselves for the office, owing to not having enough to do to occupy our whole time.

We are obliged to seek employment in other directions, and the office is of so little value to any man that it is almost impossible to get a competent person to accept the position, when if he could have work enough to occupy his entire time, he could afford to prepare for the work. We farmers' boys are not competent for the business.

IONIA COUNTY.

BOSTON TOWNSHIP—S. E. BUSSER.

My opinion is that the township superintendency is a failure. There ought to be two districts in each county, and sufficient appropriation to remunerate fully its officers, who then could devote all their time to the work. My work may be all undone by my successor.

EASTON TOWNSHIP—W. B. COLTON.

I apprehend one difficulty to the success of the present system of township superintendency, and that is the short term of office a man has. If he be qualified to discharge its duties and have sufficient backbone to act independently, according to his best judgment, he will give sufficient offense to destroy his chances for re-election.

OTISCO TOWNSHIP—J. T. JOSLIN.

I have tried to organize a society of county superintendents, that we might thereby promote the interest of the schools by uniformity of action and to make the township superintendency as efficient as possible. At best it is far below the county system plan in point of usefulness.

ISABELLA COUNTY.

LINCOLN TOWNSHIP—W. E. PRESTON.

Many superintendents will grant certificates to persons no more fit to teach than I am to be governor, and when they come to me to be examined I am forced to refuse the certificate, which causes trouble. I would recommend that the State Superintendent make a list of questions to be printed and distributed to the township superintendents, thereby securing a uniformity of questions, and that a certain per cent be required to entitle the applicant to a certificate.

DEERFIELD TOWNSHIP—G. D. BROWN.

The new system of superintendency is a retrograde step in the cause of education. Our townships are being flooded with a grade of teachers wholly unfit to bear the name of teacher, and the evil will not be obviated until we have the county system reëstablished, or some modification of it.

JACKSON COUNTY.

HANOVER TOWNSHIP—C. E. SNOW.

There is a defect in the law limiting the term of township superintendency to one year. One has but little incentive to inaugurate any system for the advancement and well being of schools which he may not be able to carry out on account of the shortness of time for which he is elected and which his success-

ors may totally disregard. There appears to be no uniformity of system among superintendents, although in our county we have tried to obviate this in a degree by holding county conventions, and we hope by this unity of action to exert a beneficial influence on the general tone of our schools. There is much that might be said in this connection which can be of no avail until our wise legislature see fit to remodel the law.

LIBERTY TOWNSHIP—A. W. FOOT.

Our schools have fallen since the county superintendency went out of office. I strongly endorse the old system for the reason that in not half of the towns a competent man can be secured for the position. It is either some green boy or an old foggy who dates back to studies that have long since gone out of date. It needs a man up with the times, and to give his whole time to the business.

NORVELL TOWNSHIP—D. HYNDMAN.

Let us hope that our law makers have in view some ultimate good to be accomplished by whatever new school laws or changes of old ones they may from time to time enact. Yet in the creation of township superintendency I fail to discover the improvement on the old system. As I view it, we are lowering the standard in our common schools greatly every year this system is allowed to exist. For example: In our county I know of several instances where the individual elected was sadly incompetent for the position, and so it will always be so long as men are nominated and voted for with all the ardor of party feeling, without fully weighing the merits of the case. How many townships are there in which even with judicious choice it would be difficult to find a man in every way suitable for the office? Either he is behind the times in his ideas, or he is altogether incompetent from other standpoints, and who, of all the voters in the township, are going to trouble themselves about the matter farther than to form a general opinion as to his capabilities, and many do not even go thus far, but are blindly led by partyism. Now, in this respect, the damage is certainly lessened by having a county superintendent, for the greater the territory from which we select, the more likely are we to be able to find a suitable candidate. Not only so, but when we elect an official to a position, which, like this, should receive close and careful attention, who is most likely to prepare himself for the position and attend thoroughly to his legal duties, the man who is elected to superintend the schools of a township by occasionally neglecting his legitimate calling to visit school, or some such work, or he who being elected feels that his total and undivided business is to attend to such business as his position demands, and that he will receive adequate remuneration for fitting himself for its requirements? As to the expenses, it will be found, by summing up the charges by the host of township superintendents and officers, that they aggregate fully as much as would the services of men in a truer sense. Another grave error which prevails among our examiners and district boards, is that in examining candidates no regular standard is laid down, and teachers compelled to reach it. And though candidates are found incompetent, yet as the school is in a backward state, and they can be obtained for a mere pittance, therefore such candidates are allowed to flaunt a recommendation of their ability to teach in the eyes of the local board, and the school has a teacher. Now I ask any reasoning mind if the standing of a school be low, is not that a sufficient reason why we should secure a teacher of known ability, that the dormant energies of their minds may be aroused.

PUBLIC INSTRUCTION.

I here give examples of the ability of men elected under the present law :
 Question—What produces the change of seasons?

Answer—the revolution of the earth on its axis. (Marked perfect.)

Question—What per cent of 25 is 125?

(After considerable work) 125 is presented, the reason of its being correct given, and the result and explanation accepted. If therefore we run such risks under the present law, is it not high time that we plead guilty of having tried an unsuccessful experiment, and remedy the matter before more mischief is accomplished.

KALAMAZOO COUNTY.

CLIMAX—F. STODDARD.

The superintendent's work is not performed as it should be from the fact that men who have thus far been chosen to fill that position are business men who cannot spend a day's time with the schools, without a personal sacrifice, unless at some exceptional times, and so have confined themselves to doing as little as they could, and satisfy the demands of the law. Men whose time is worth three or four dollars per day will not spend any more time at two dollars than they are obliged to. The change from the county to the township superintendency has not thus far been any detriment to the schools here. They were never half looked after under the old system, and are no worse off now.

PAVILION TOWNSHIP—H. VAN AUKEN.

I do not like the present system of superintendency. With our superintendents it is not a matter of primary but secondary importance, whereas it should be given their best and most vigorous thought.

PORTAGE TOWNSHIP—G. T. HALL.

I have refused certificates to unqualified persons, who went into other towns and received them. This state of things can only be remedied by keeping up a thorough organization of township superintendents in each county. We in this county had such an organization at first, but owing probably to the fact that a majority of our towns elect new men to the office each spring, and these new men, and I might say some old ones, feel indifferent in the matter, wanting to get through with as little trouble to themselves as possible, and expecting to be superseded at the close of the year,—owing to these facts, it is difficult to keep up such an organization or make it subserve the purpose for which it was designed.

KENT COUNTY.

PARIS TOWNSHIP—A. CHESEBRO.

To be an efficient superintendent of schools requires a person of greater abilities than to fill any other official position in the county.

WYOMING TOWNSHIP—O. C. TAYLER.

A gentleman who was present at my last examination, after looking over the list of questions to be used, inquired what per cent I required to be answered. I suggested 80. Well, said he, the questions are plain and simple enough and ought to be all answered readily, but you won't get fifty per cent of them

answered correctly. Now, why is this? Are our best teachers all leaving the State, or quitting the business? I am inclined to think this is the case, and the reason is obvious. Under the present law four-fifths of the township superintendents are deplorably ignorant themselves, and their examinations are a mere farce. Superintendents are selected by township caucuses with a view to their availability for election, and are run under the prestige of party without any regard to their fitness for the position. The entire educational interests of the State are in the hands of these superintendents, as far as common schools are concerned, and the result is and must be lowering the standard of qualification of teachers and consequent injury to our common schools. A man who is intrusted with the privilege of licensing teachers should not hold his office at the caprice of a fickle political caucus ring, but by the appointing power of county or State, whose duty it is to know that his appointee is qualified. And until some such system is brought about the grade of our common schools will continue to lower.

LAKE COUNTY.

LAKE TOWNSHIP—H. S. JENKS.

As regards the superintendency system, my opinion is that the Legislature made a great mistake when they made the change, for the reason that township superintendents, like myself, are mostly farmers, born and reared as such, with but little experience in the manner of giving advice or instruction in the management or government of schools under their charge, and have but a limited education. We are obliged to work to earn our daily subsistence, and cannot devote time to fit ourselves for the position.

LAPEER COUNTY.

GOODLAND TOWNSHIP—J. D. MASON.

I think the county superintendency is far preferable to the present system.

HADLEY TOWNSHIP—F. C. DE LAND.

Our school system is all right so far as instruction is concerned, but owing to the apathy and indifference of many of our inhabitants the full benefits of our privileges are not secured. In some ill-conditioned districts the offices are given to men not adapted or competent to fill the place, and the effects are readily seen in our schools. In many of our townships we do not find available men that are qualified for the office of superintendent. But we must make the best of our circumstances, trusting to the good sense of our Legislators to regulate our present evils.

MAYFIELD TOWNSHIP—F. H. IVORY.

I am of the opinion that the township system is not as beneficial to our schools as was our former system of county superintendency, for the reason that generally our township superintendents are incompetent for the office. They know little about the management of schools, and still less of books.

LEELANAW COUNTY.

GLEN ARBOR TOWNSHIP—N. B. SHERIDAN.

I think that the township system is the best, as the teachers come more under the immediate supervision of authority.

LEELANAW TOWNSHIP—S. J. HUTCHINSON.

Township superintendency, as compared with the county system, cannot, as a rule, secure either the equal degree of ability or of interest in its duties. In our thinly populated townships the superintendency is necessarily a side occupation, subsidiary to some other main one of gaining a living, hence less interest is taken.

Incompetency for the office exists in greater ratio under the township than county system. Teachers will not be examined as thoroughly or as critically, and hence there will be less preparation among teachers, and more unqualified teachers will be employed. Local partiality will also often determine such selections rather than merit.

SOLON TOWNSHIP—HIRAM TERRY.

I think the township superintendency is a failure, at least in some townships, for the reason there is no one qualified for the office, as is the case in this township.

LENAAWEE COUNTY.

ADRIAN TOWNSHIP—J. E. BAKER.

I feel satisfied that there has been a marked decline in this and neighboring towns in the standard of schools since the abolishment of the county superintendency. The work does not have the care a professional could give it, and it is a lamentable fact that many of our towns do not have the persons, or cannot secure individuals that can do justice to the schools.

ROME TOWNSHIP—W. ROGERS.

The county superintendency system, in my judgment, is far better than the present system, although possibly more expensive. The superintendent's whole time could be given to the business, thus making the work more practical, and much more efficient, and the office generally secured a more able and competent incumbent.

Our township superintendents are men whose business draws their minds in a great measure from their duties, in many cases giving but little time to examinations of candidates, or school visiting, thus rendering their work inefficient, and improperly done.

RAISIN TOWNSHIP—I. CHASE.

I do not think our schools are in as good condition as they were under the county system. It would be for the welfare of our schools to return to the county system or some other means equally efficient. The requirements for examinations should be raised, thus diminishing the number of teachers, and securing more capable ones.

LIVINGSTON COUNTY.

GENOA TOWNSHIP—P. T. GILL.

In regard to township superintendency, it is an improvement over the old system, as the schools have been visited three times as often and more hours given to a visit. It would be improved if the office was made of longer duration and commenced with the school year.

MANISTEE COUNTY.

ONEKAMA TOWNSHIP—C. W. PERRY.

I have the honor to report that the work done by the superintendent of schools in this township has been and is of very little practical benefit to the schools, nor do I see how such a state of things can be avoided in at least nineteen townships out of twenty throughout the State under the present system, a system abolished in all other States twenty years ago. It cannot be expected that a person can give the business the attention it needs and deserves, as it does not pay enough, neither is there work enough to occupy one's whole time, hence it will get neglected for his main business.

MARQUETTE COUNTY.

TILDEN TOWNSHIP—(?).

In regard to township superintendents, I find that in many townships they are elected whether capable or not. In my case I was elected in April, schools closed in July, and in September annual meeting and close of school year. Now, what could I accomplish in this time, finding no records of my predecessor, officers all ignorant of all school laws, etc? I am inclined to think that when the county superintendency was abolished it was a poor job, to say the least. Any county can afford to elect a learned, capable person for that position, and pay well for his services. Then there would be a way of holding uniform examinations of teachers. However, now a candidate can apply to several township superintendents and find a thorough examination with one and play with the other. I examined a lady and found she could spell R. B. Hayes thus: "Hase," and that Jackson was President since Lincoln; yet she held a second grade certificate, issued at the city of Negaunee.

MASON COUNTY.

FREESOIL TOWNSHIP—J. E. SMITH.

We have gained nothing by the change from county to township superintendency.

VICTORY TOWNSHIP—G. H. BLODGETT.

The township superintendent is generally too loose in granting certificates and in many parts of the State poor cheap teachers are underbidding those who have qualified themselves for the work. This can only be remedied by placing better qualified men over larger districts. I believe the county superintendency, with suitable modifications, would secure the best results.

MECOSTA COUNTY.

ETNA TOWNSHIP—N. SAUNDERS.

If township superintendents were required to make their report to you about the first of April each year, a more complete and satisfactory report could be made, as their term expires about that time.

MILLBROOK TOWNSHIP—L. CARMAN.

It is the opinion of very many that the county superintendency should be reestablished. A large majority of our towns have not suitable men for the office, and where capable ones are found, their business occupies their time while schools are a secondary consideration. Much has been lost by the change.

MONTCALM COUNTY.

DAY TOWNSHIP—ASA MORSE.

However well the system of township superintendency may work in older communities, the county system is preferable in new counties. A township superintendent cannot afford to prepare himself for the work. You may say that such men should not accept the office, but in these new settlements it is difficult to find suitable material, and when found it is seldom these will accept where there is so much required for little pay.

REYNOLDS TOWNSHIP—E. S. HOLN.

My observation leads me to conclude that the township superintendency is not the best thing for our schools.

It is hard in some districts to get men competent for the position. Again, they are changed too frequently, and this being the case no one can accomplish what he desires, or what ought to be accomplished, and further there is not remuneration sufficient for one to give it his undivided attention, consequently things are neglected.

MIDLAND COUNTY.

PORTER TOWNSHIP—NEIL M'CALLUM.

A return to the county superintendency, or something of that nature, we think would be preferable to the present system.

NEWAYGO COUNTY.

BRIDGTON TOWNSHIP—W. S. MERRILL.

Our greatest want at present is co-operation among the township superintendents of the county. This we have tried to effect by calling institutes and conventions, but they do not take hold of the matter earnestly enough to make them successful. The general opinion is, with our best teachers, that the township superintendency is a failure.

OAKLAND COUNTY.

ROYAL OAK TOWNSHIP—S. J. WILSON.

Many of those whose duties it is to employ teachers are compelled to rely

upon the township superintendent, to ascertain their ability to teach and govern a school, hence I claim the change from county to township superintendency of great importance, and if township superintendents do their duty great good will result to our school interests from the fact that it will localize the labor, and each superintendent will take pride in making improvements in the schools under his care.

OCEANA COUNTY.

GRANT TOWNSHIP—O. R. WHITE.

The greatest difficulty in securing competent supervision for our schools seems to be to find a competent person who will take hold of it at all. There is so little to do, that one does not want the trouble of it.

I submit this as a fact, so far as we here are concerned, that the county system was much to be preferred, as securing greater uniformity, more able supervision, and more prompt attention to the wants of the schools. I have observed quite a change, and that change not for the best since the establishment of the present system.

More than half of all the taxes our people pay are school taxes, and, too often, this money is expended to little purpose, on account of the indifference of parents and school officers.

OTTO TOWNSHIP—J. WILLIAMSON.

Township superintendency is a failure with us, as we have no person qualified for the office.

OSCEOLA COUNTY.

EVART TOWNSHIP—A. KELLOGG.

In this new country the system of township superintendency is a failure, so far as its efficiency is concerned. It is a mystery why the last legislature did not repeal the law. They could not have made a worse one for this thinly settled part of the State. It is a hard thing for any man that has anything else to do to attend to this little paltry business.

OSCEOLA TOWNSHIP—E. T. LUMBER.

As to the township superintendency, I am thoroughly disgusted with it. The superintendent should be in advance of the teacher, or at least his equal. He must make schools his business and only business, and be paid for it accordingly; and we shall never have a superintendency, except in poor name, until we require all his time and energy in the work.

I call for a law that will place the very best and ablest men in these important positions; and where no man can be found in the county or district who comes up to the desired standard, there should one be imported. And not till then shall we have a superintendency.

MIDDLE BRANCH TOWNSHIP—A. W. HARRINGTON.

My experience teaches me, and the experience of others, that the repeal of the county superintendency system was a mistake, especially for us in these new thinly settled townships. We cannot take the time to post ourselves for the work; neither can we understand the wants of a school as a professional man does.

PUBLIC INSTRUCTION.

OTTAWA COUNTY.

WRIGHT TOWNSHIP—C. DUNNING.

The township superintendency as it is is a miserable failure. No qualified teacher can at present work here, because certificates have ceased to show the school boards that the owners can take charge of school and make a success of teaching.

JAMESTOWN TOWNSHIP—S. M. SAGE.

The township superintendency system labors under many disadvantages. One is, that of changing each year. If the office were for a term of years, more good might be accomplished. Until some change is made in this direction, our system cannot accomplish much.

HOLLAND TOWNSHIP—A. VISCHER.

We have too many though well meaning, yet illiterate, inexperienced, and incompetent superintendents,—many who have probably never entered a school-room since their boyhood days, except perhaps in their own districts, until they were elected superintendents. Now they are to judge of the competency of others. How can they? Scholars they never were; and even if they were, it is so long since that new systems, new names, new rules have so long superseded the old. Their learning they have turned to practical account, each in his own calling, forgetting all the terms and theories which gave it to them. Their present work is too limited to receive a whole or even a considerable part of their time and attention. It does not pay, so it becomes to them a secondary matter. I would like to see a wholesome change in our system.

TALMAGE TOWNSHIP—J. J. ROBINSON.

Our township system does not work as well as was hoped for it. Men who must earn their living either by some profession or manual employment are apt to look after their own affairs first. With such, school interests become secondary, if not wholly neglected. A system that requires a man's entire time would secure better results and be less expensive. Again, men accept this trust who know or care nothing about schools or teachers. An instance to illustrate the manner in which some discharge their duties: One man, speaking of the best way to make the office pay, said he earned \$27 in one day. He made a trip on his regular business, received his regular pay, called on several schools and charged \$2 for each visit. He stated that he would not stop ten minutes in a school-room without a fee of two dollars.

SAGINAW COUNTY.

CHESANING TOWNSHIP—W. O. MASON.

I have not the slightest idea of what use you intend to make of these reports, but allow me to suggest that if you will select a bushel or so of them and read them to the next Legislature it will have more influence towards abolishing the township superintendency system than all the arguments and eloquence you can bring to bear upon them.

JAMES TOWNSHIP—L. TRAKAT.

The Superintendent of Public Instruction, with the coöperation of the Normal School, and perhaps a few old experienced schools, should prepare a kind

of school superintendents' guide, in form of a small pamphlet not exceeding a common newspaper sheet in size, containing, in strongly marked outlines, and in a simple, comprehensive style, the best and most approved method of teaching the elements of primary instruction, every school superintendent to be supplied with a copy to use as a guide in coöperating with his teachers to insure a uniformity of method throughout the State.

MAPLE GROVE TOWNSHIP—W. H. REED.

Doing away with county and substituting township superintendency I think was a good thing; at least this town is doing much better. Now there is growth where before all was *dead*.

SPAULDING TOWNSHIP—D. M. PENDLETON.

If township superintendency continues many years there will be many inferior teachers, and consequently our schools must suffer.

SANILAC COUNTY.

MAPLE VALLEY TOWNSHIP—J. MAKELIN.

Our school officers look more to the price they pay the teacher than their qualifications, and right here is where the township superintendency is a failure; nor is this all. One-half of the superintendents are incompetent to examine for a third-grade certificate, and the consequences are, our best teachers are going into more remunerative employments. But I earnestly hope our next Legislature will enact a county superintendency, something after the old system.

MARLETTE TOWNSHIP—HENRY M'CREA.

Michigan took a retrograde step corresponding to about forty years when she abolished the county superintendency and the system connected therewith. Educational interests in the rural districts must suffer until the present system is abolished and a better one supplied.

MINDEN TOWNSHIP—P. SULLIVAN.

The people were unwise when they voted for the township superintendency, which is yet their choice. I know some superintendents who are as unfit for the office as I am to build a locomotive. The consequence is injurious to good teachers, and to the rising generation, for they give certificates to some young persons, who ought themselves to be pupils.

SPEAKER TOWNSHIP—F. A. HILL.

The people of Michigan were foolish in this change to township superintendency. As the result the schools in this vicinity are going down hill.

SHIAWASSEE COUNTY.

SHIAWASSEE TOWNSHIP—G. M. REYNOLDS.

I believe the township superintendency is a radical mistake, and never can be successful. It is too little of a good thing. No man of the requisite ability to make a good officer can afford to long be an incumbent at two dollars per day, and twenty days in a year. On the other hand the county system was on the other extreme.

In my judgment we need a compromise of these extremes in a district system, in which a county shall be divided into three or four superintendency districts, and a man given in charge of each district for a term of years, at a compensation between that of the present, and the old county system.

ST. CLAIR COUNTY.

GRANT TOWNSHIP—D. G. FINLAYSON.

A great obstacle to the success of our schools is the system of township superintendency. By this plan no uniformity of discipline, classification or examination, is secured in the county or State; and in many townships competent men do not fill the office, and thus the county is flooded with incompetent teachers that are employed on account of the cheapness of their services.

Perhaps the greatest objection to the system of township superintendency is the peculiar duties required by the incumbent, the great amount of preparation necessary to be made to properly conduct an examination, and which is not compensated by the meager salary paid; therefore I should greatly prefer the county system.

BURCHVILLE TOWNSHIP—H. H. BROWN.

Superintendents of this county should raise the standard of per cent in examinations, and not issue certificates of the third grade on less per centage than for first and second grades. Certainly a teacher proposing to teach only the branches required by a third grade certificate should be able to do as well as teachers holding higher grades of certificates.

FORT GRATIOT TOWNSHIP—GEO. W. HOWE.

I must confess I have never been in favor of the township superintendency system. While the county system did not prove altogether desirable, through dissatisfaction with one or two of the incumbents, yet I believe it to be the best we have ever had. In my judgment the office should be an appointative one, and in this county there should be one in each of our three representative districts, each as well paid as the best of our county officers, so that he could devote his whole time to the duties of his office.

KENOCKEE TOWNSHIP—P. A. M'GINN.

I cannot in all cases commend the system of township superintendency. It is objectionable for many reasons. It may work very well in towns where there are competent men, and the people will elect only such to the office, but it too often happens that the fittest man is not elected to the position. However, if this system is to remain, I would strongly recommend that the township superintendents be elected for two years, and that their term of office begin with the school year. I would not recommend a return to the county system, it has been tried and found wanting. Under that plan it matters little whether the aspirant to office was qualified or not, if he possessed sufficient shrewdness to manipulate the political reins of his party. This was usually deemed his standard of fitness, his nomination before a convention in a county where his party was in the ascendant, being equivalent to an election. How many well meaning citizens, under political excitement, overlooked the qualifications of their candidates, and unthoughtfully aided in electing men unfitted by nature and education for this position, political drones who thought more

of the spoils of the office than for the advancement of the schools placed under their charge, many of whom did not scruple to distribute certificates without regard to age, learning or ability, that they might have a claim upon their friends to retain them in office.

WALES TOWNSHIP—D. DRAKE.

The repeal of the county superintendency has brought a large class of unprepared material into the field of teaching, for now most any one can get a license to teach. In my opinion our schools will never be what they ought until a law is enacted compelling teachers to become educated before they profess to teach others.

TUSCOLA COUNTY.

FAIRGROVE TOWNSHIP—S. J. SMITH.

The repeal of the county superintendency system was in my opinion a retrograde step, and so expressed by me at the time of its repeal, which opinion has been strengthened by the experience of the practical workings of the present one. Upon my election last spring I found it to be not only difficult, but I must confess to a lack of courage to attempt to harmonize and bring into concert of action twenty-four men, with little pay, scattered over a large county, and having other leading pursuits. You cannot well make twenty-four men with a small stipend do the work which ought to be done by one man having a fair salary. Had the county superintendents received a fair salary and been allowed sufficient time for the work there would have been no clamor for the repeal of the law that created that office, as is abundantly proven by its practical workings in the counties that took this wise and liberal course. As long as our board of supervisors act upon the penny wise and pound foolish plan we must expect dwarfish work to follow.

FREMONT TOWNSHIP—M. M. JARVIS.

As regards the township superintendency, I think it has been of untold detriment to our primary schools. Several reasons might be given in support of my assertion. A few only will I enumerate. The sum total of the expense in each county, I am well assured, is greater than the county system, and causes the poor townships to groan under the same weight as the richer ones. Many of the townships have not men that are qualified to fill the position, and if perchance they have competent men they will not be troubled with its duties nor keep themselves posted with school work to enable them to be of any service. Again, it is but a farce, as the superintendent has no power to remedy defects. Township superintendents are very apt to be very accommodating to their neighbors, and especially their relatives, hence there are but few certificates refused.

There is no uniformity of examination existing. What one superintendent has for his maximum grade may not be the maximum of his next door neighbor. All things considered I think we have a bitter dose for the next eighteen months, and possibly longer. I suppose we must down with it and sweetly smile, no matter how much we may wish to make a wry face. Can the State Superintendent use the prerogative of his office and issue uniform questions throughout the State and establish the per cent to be answered in order to obtain a certificate, so that we can have less chicanery and more uniformity? Do not think I

am dictating, but I am so thoroughly disgusted with the whole affair that I am eager for a change. The people at large are heartily sick of the system, but as they are law abiding they stagger along with the load without any violent outbreak, but very anxious that our next Legislature may legislate more wisely.

MILLINGTON TOWNSHIP—J. A. DAMON.

The county superintendency system is better than our present system. More efficient work can be done at less expense, and hope to see it reëstablished.

VAN BUREN COUNTY.

ALMENA TOWNSHIP—C. O. NASH.

I think a better plan could be adopted than the township superintendency. The territory is too small for one man, and by this plan we are getting a class of teachers less qualified, less competent, and as a result we receive less for the money paid. Such economy is unprofitable.

HARTFORD TOWNSHIP—J. E. SWEET.

The people seem satisfied with the present system, but I think the change was a mistake, and the sooner it is rectified the better it will be for teachers and schools. A superintendent should be elected for a longer time than one year, and be able to devote his entire time and energies to the work. I believe a superintendent in each representative district is what we want and need.

WASHTENAW COUNTY.

MANCHESTER TOWNSHIP—C. F. FIELD.

Although the township superintendency system seems to give ordinary satisfaction in our county, yet it seems to me that a position of so much importance to our educational interests ought to be one which could command all the time and talent of one man. This of course would necessitate a sufficient enlargement of territory under the control of the superintendent to make it pay financially. Whether a return to the county system would be the best means of accomplishing this may be a question, but under the present system the work seems to be too much divided and under the control of too many minds to obtain the best results.

NORTHFIELD TOWNSHIP—E. GIBNEY.

I am sorry to say we are encumbered with too many school officers, and these are scarcely ever chosen with regard to propriety or capacity. When teachers apply for their wages it cannot be obtained without considerable trouble, and in some cases is entirely lost.

I am of the opinion that the people would be better served were our district officers abolished and three school officers created in each township, these discharging the duties now performed by district officers, with this provision, that the township treasurer shall be the keeper of all school funds until wanted, liable to orders from their elected officers.

WAYNE COUNTY.

PLYMOUTH TOWNSHIP—I. DUBUAR.

There are a number of objections to the township superintendency. First, those who are competent are usually unwilling to accept the office. There are not sufficient motives in what is expected of the township superintendent, or in the pecuniary compensation received, to induce or justify him in view of other duties to keep himself posted in educational matters.

VAN BUREN TOWNSHIP—L. D. BROWN.

I am disgusted heartily with the township superintendency system as it is. Some one must fill the office, for the law compels the electors to choose a township superintendent, and in choosing one the electors are governed by their prejudices and self interests, rather than the qualifications of their candidates. Nine out of ten superintendents are governed by self-interest in granting certificates.

I find that almost any one who has just squeezed through the primary branches will come before a superintendent expecting and even demanding a certificate. If a superintendent should be governed by the idea of right and justice, and should chance to refuse a certificate to somebody's Mary Ann or Eliza Jane, his head is laid low at the next spring election, and the one that will regard the demands of Mary Ann and Eliza Jane will be hoisted in his place. Thus the intention of the law is thwarted by the electors themselves. I find also that teachers who have taught for years fail to answer one-half of the questions on the branches they profess to teach, and there is nothing in the system of township superintendency to encourage teachers to renewed exertion to keep themselves posted, or to stimulate any pride in their work. This is not only my opinion of the system, but it is a settled conviction of those who are interested in the public schools of our township, that the system, as it is, is a backward movement of the very worst kind, not only in decreasing the standard of the teachers, but in destroying that which might have been, but now cannot be, union of relation between common schools and high schools, the same as now exists between high schools and universities,—the one a stepping stone to the other. There seems to be no uniformity of examinations in the county, probably owing to the fact that what is everybody's business is nobody's business, therefore there has been no call for a convention to establish an uniformity of action in the work of the superintendent.

WEXFORD COUNTY.

BOON TOWNSHIP—H. M'NITT.

The present system of township superintendency in the hands of capable men will have many advantages. Frequent visits will give them a better knowledge of both teacher and scholar, and enable them to judge of the efficiency of the one and the wants of the other. If any changes should be made I think it should be to place the schools more under the control of the State Superintendent and his subordinates in the township, and less subject to the caprices of school officers.

SHERMAN TOWNSHIP—L. P. CHAMPENOIS.

I find by careful observation of the workings of the system of township superintendency in this part of the county, that it has not had, by any means, the beneficial results expected of it. For while under the county system the person aspiring to the office must have the necessary qualifications to stand the test of public criticism, in a political contest the township officer is too often a tub thrown to some little local whale, and the results are, if he wishes to retain the position, as many do, he must be more or less ruled by the influences which placed him there, and this to a much greater degree than under the county system, and I know of many instances where certificates are granted when the person was in no way qualified to teach, simply because their claims were pressed by influence which the officer dare not resist.

CONDITION AND PROGRESS OF SCHOOLS.

ALCONA COUNTY.

ALCONA TOWNSHIP—DONALD M'NEIL.

I was appointed to fill vacancy May 19, 1877. I visited three of the schools and found two in good working order and one very poor. The superintendent elected at the annual meeting left no records by which I could ascertain facts of the proceedings.

ALLEGAN COUNTY.

ALLEGAN TOWNSHIP—P. A. LATTA.

I entered on the discharge of my duties as township superintendent the third day of April, 1877. Since that time have held two public examinations for teachers and granted four certificates of the first grade and five of the second. During the months of May and June I visited all of the district schools and departments, spending a full half day in each, closely observing the method of instruction, discipline and management, making such suggestions as I deemed of utility to the teachers and pupils.

I found the schools of the township very well conducted and a good interest manifested among teachers and scholars. Considerable has been done the past year in the way of repairs and improvements of school grounds. The graded schools of Allegan, under the efficient management of E. D. Barry, are improving rapidly, and furnish the district schools with a good class of teachers, so that I have no trouble in obtaining good instructors.

CLYDE TOWNSHIP—JOHN D. HULL, M. D.

The number of primary schools in this township is only three, but this is in some measure accounted for from the fact of the unstable and transient condition and business of the inhabitants. I think, however, that prospects are rapidly improving; the inhabitants are changing to permanent settlers and ex-

pecting to devote their attention to agriculture, and this will give impetus to educational interests. We have two very good school-houses, and the third district is nearly ready to build one.

Now, in reality this township furnishes the scholars for a flourishing school, but the house is in Manlius, near our town line. This is an old settled part of our town, settled by wealthy farmers. This school has but few peers in the county. I consider that all our schools are in a healthy and improving condition. I intend as soon as possible to establish a system of uniform text books and make such other improvements as are calculated to promote the educational interests of our town. I have had the office of superintendent but a short time, but I can see good results germinating from my efforts. I have at least persuaded school officers that good teachers are the cheapest, and with their coöperation can soon effect important improvements.

DORR TOWNSHIP—SYLVANUS FELTON.

The schools of this township are in a healthy and flourishing condition. We have an able corps of experienced teachers. The wages are good, and in some cases extra.

GUN PLAINS TOWNSHIP—B. THOMPSON.

With regard to the schools in this township, I can report favorably. There are in this township eleven districts and twelve school buildings; and as there are employed in the Plainwell graded school a principal and seven assistants, I have what is equal to eighteen schools to superintend.

Four of the rural districts employed male teachers during the winter months. The others, either because the schools did not require male teachers or because they required higher wages, employed only female teachers during the whole year. Very few of the teachers held second-grade certificates. District No. 9, having nothing but a shanty for a school building and not having been able to run their school profitably, voted at their last annual meeting to destroy their district, and the township board of inspectors has divided the territory amongst the contiguous districts, and as soon as these districts agree to accept what has been apportioned them, the destruction of said district (No. 9) will be completed. The building in district No. 3 is an old log one with rickety benches and desks. The school-house in district No. 8 is an old frame building, moderately comfortable. The other school buildings are very good and quite comfortable. They are poorly supplied with blackboards, and not a school outside of Plainwell has an outline map or globe or any other school apparatus.

I cannot close my report without alluding to Plainwell graded school. Thus far I have had in my mind only rural schools.

This school is in district No. 2. There are two school buildings. The main one is a splendid brick edifice that would be an ornament to any town or city. It was intended to accommodate all the pupils in the district, but we find it necessary to reöccupy the old building, which is still a comfortable house, having an upper and lower room, and occupied by the first and second intermediate departments. The main building is occupied by the high school, the grammar school, the third intermediate, and first and second primary departments. For the past four years Prof. N. A. Barrett was principal. He was a thorough educator, and having an able staff of assistants, the schools progressed finely.

Prof. W. W. Cole, a graduate of Chicago University, is the present principal, and we feel confident the schools will continue to prosper under his superintendence.

TOWNSHIP—W. R. WIGHT.

On entering upon the duties of township superintendent last spring, I found things in very bad shape. The former incumbent had lost and destroyed most of the books and circulars belonging to the office, consequently I cannot give as full a report as I otherwise could. A number of our schools have adopted the three term system,—having a vacation two months through the summer, thereby keeping up a good attendance through the year.

Most of the districts are small, with from ten to thirty scholars. There is not sufficient interest taken among parents and school officers. They are not particular in their selection of teachers, but think the cheaper the better. It would be a sight to see a district officer enter the school-room. I have been informed that in one district the director was serving his second term, and had never been inside the school-room.

MARTIN TOWNSHIP—F. D. HARDING.

The general condition and prospects of our schools are good. The teachers throughout the township have been well qualified, and with a few exceptions give general satisfaction. I hope with the coöperation of officers and teachers to bring our school up to a still higher degree of efficiency.

MANLIUS TOWNSHIP—R. ROUSE.

Our schools as a general thing have been successful. One district is making improvements by putting in blackboards. I find a lack of these throughout the country.

OVERISEL TOWNSHIP—J. K. KLEINHEKSEL.

The time has been when little children were sent to school to relieve their parents of their care, and the older boys went to deceive and oppose the teacher, or to be the heroes of some smart adventure.

In later years the current of opinion has been gradually changing, the number of competent teachers has greatly increased, new and more commodious school houses have been built, school boards, supported by public sentiment, have been able to secure better discipline and instruction.

In five of the six schools in my township all the branches required by the lowest grade certificate are taught, and in three districts United States History, Physiology, and Algebra, are pursued in addition.

Our schools are intelligent and teachers are enthusiastic. Disobedience from an honor has become a shame, and teachers need no longer fear the resentment of parents if anything unusual happens in school. Yet several obstacles must be removed before the highest success can be achieved.

OTSEGO TOWNSHIP—F. E. JOHNSON.

We have but four regularly organized districts. This is comparatively a new town, therefore the increasing population will soon demand a reorganization of school districts. I cannot report the schools of our town as being in a very prosperous condition. The extent of my labors, thus far, has been confined to visiting schools, making suggestions to teachers and scholars. I held a public examination on the first Saturday of September. There were two present, each received a second grade certificate. I have had two special examinations since, granting a third grade license.

I have succeeded in getting a uniformity of text books in three of our schools, and I think the fourth will soon surrender.

ALPENA COUNTY.

ALPENA TOWNSHIP—H. C. MYERS.

It is almost impossible to give a correct report of this district, as it is composed of three townships, Alpena, Long Rapids and Wilson. In our own township, I think we have better teachers, better schools than ever before known here.

ANTRIM COUNTY.

CUSTAR TOWNSHIP—M. M. ELDER.

We have five schools in good condition in this township, and one more district organized, and will have school there this school year. Our schools are small but increasing every year.

BARAGA COUNTY.

ARVON TOWNSHIP—W. BEEN.

The condition of the schools in this township is good under the circumstances. District No. 1, comprising the slate quarries and the richest part of the township, ought to be better. District No. 2, comprising the agricultural part, is doing well. This is a new Scandinavian settlement, and although the inhabitants are poor, yet they appreciate the advantages of school. They have built a good and commodious school house, by means of contributions, and the prospect now is, they will soon have a good district library.

BARRY COUNTY.

BARRY TOWNSHIP—J. A. CAIRNS.

Since my election last spring I have visited each school in the township, and have examined carefully the discipline, mode of instruction, etc. I found most of the schools in good working order, yet there is much room for improvement. We have ten school houses middling well arranged, well seated, etc., yet with one or two exceptions poorly ventilated. Few district boards have complied with Sec. 57 of the School Laws.

CARLTON TOWNSHIP—C. A. BARBER.

I have devoted five and one-half days to visiting schools in this township, and found them to be in a prosperous condition. Our schools have but little in the way of apparatus.

There is a tendency to make arithmetic the sole study, though algebra and history are taught in most of the schools in the winter.

IRVING TOWNSHIP—M. B. BROOKS.

Our schools are in as prosperous a condition as can reasonably be expected from the amount of money expended for the same.

CASTLETON TOWNSHIP—J. M. ROE.

I have devoted considerable time to school interests, and by creating an earnest regard for good school in the school boards, I have obtained their coöperation in securing and maintaining the best schools during the past year that this township has ever had.

The Nashville school is the only graded school in our township. It is becoming one of considerable importance. It is composed of three departments. A new building was erected for the primary, the grounds inclosed, and about one hundred maple trees planted during the past year.

Three or four new buildings, a more complete uniformity of text-books, and the adoption of the three-term system, are what we mostly need, and when these are secured we can progress with success.

ORANGEVILLE TOWNSHIP—G. C. NEVINS.

I would say that the schools of this township compare favorably with those about us. Though we have but seven buildings, we have besides five fractional districts. It appears to me that the views of superintendents may differ as to some of the replies in the accompanying reports, so that, comparatively considered, a wrong impression may be received. For instance, to Nos. 1, 2, 3, and 8 of "buildings and grounds," I reply none, though the opinions of many would be different, as our accommodations are as good as country districts usually afford.

PRAIRIEVILLE TOWNSHIP—M. C. CRANDALL.

Our schools the past year have been well sustained, and made commendable progress.

RUTLAND TOWNSHIP—H. J. DUDLEY.

The character of my work has been to promote the interest of the schools, both morally and intellectually.

Our schools have been generally a success.

BAY COUNTY.

ARENAC TOWNSHIP—J. J. DECKER.

Our township is comparatively new. There are five districts in the township, of which four have a winter term of school and five have a summer and fall term.

I have endeavored to visit each school twice during the term. In most districts have found the teachers quite competent to manage the schools.

I have examined five teachers, of whom one received first, one second, three third-grade certificates.

It being impossible to get teachers together at a public examination, I have been compelled to have special examinations in case of teachers wishing to commence school late in the season.

AU GRES TOWNSHIP—R. L. EVANS.

In district No. 1 of our township is a well conducted school. Only those holding first-class certificates will be employed in future. The scholars are progressing rapidly, and some of them are sufficiently advanced to commence physiology, which I intend introducing this year. District No. 2 is conducted

by a third-class certificate teacher. In this school shall introduce geography and grammar this year. The board will soon erect a suitable building in the central part of the district, which is much needed, the present one being without accommodation or comfort.

BANGOR TOWNSHIP—W. E. MAGILL.

The school districts of the city of West Bay City embrace all those formerly included in the township of Bangor, except some fractional districts. District No. 1 is in good condition and conveniently arranged. No. 2, brick building, is well supplied with school apparatus, books, etc., well ventilated, and in good condition.

The government of the school in this district is not what it should be. To this remark I am happy to make some exceptions in the lower departments. There has been no uniformity of purpose in the school board during the past year, but there has been a change in the school board, which, it is hoped, will be for the better. At the commencement of my term of office I instituted public examinations of teachers, but regret that I did not receive the coöperation of the school board in this matter, hence they were not a success. Some of the teachers also seemed more anxious to get their certificates than for the success of the schools.

The school building in district No. 3 is very small, not sufficient to accommodate more than one-half of the scholars in the district. The same false notion of economy prevails here in regard to capacity of the school building and the number of teachers to be employed as in district No. 2. The school is in good condition, however, in other respects. It is well supplied with books and furniture and has a good teacher.

In conclusion I would say that the sentiment usually manifested in the cities and larger villages of Michigan in favor of good schools, with commodious, well furnished buildings, and well paid teachers, does not seem to prevail here. It is hoped that much of this is due to the fact that this is a new town, where business is as yet the all-absorbing theme; that as the city grows older it will take a similar pride in its schools and educational institutions to that which has characterized some of the older towns of this State, which has given Michigan an enviable position among the States of this Union.

BENZIE COUNTY.

GILMORE TOWNSHIP—R. O. CRISPEN.

Our schools are not very prosperous. This is partly owing to the fact that the great majority of our population are foreigners, who take but little interest or pride in sustaining a good school.

BRANCH COUNTY.

BETHEL TOWNSHIP—O. D. CURE.

The schools of our township are as a general thing in a flourishing condition. There seems to be a steady, onward growth in the interest of education. There are great pains taken to secure the ablest and best teachers for our schools, those who by past experience have shown themselves to be such, thereby hoping not only to secure better government, but hope to awaken in the minds of our

youth an enthusiastic desire to reach a position in life worthy of an energetic struggle.

In the eight districts of our township, there are three that have adopted the three-term system, a great improvement as I think over the old system of two-terms, as it gives an opportunity for many of the children to attend regularly that could not under the old system. We have been very fortunate in selecting such teachers as have shown good judgment in the organization and discipline of their schools.

BATAVIA TOWNSHIP—O. A. VANDERBILT.

Our schools, during the past year, have been highly creditable to the teachers, what they have lacked in education and experience, they have made up in earnestness. Our people are liberally disposed towards the schools and are willing to pay well for good teachers.

BERRIEN COUNTY.

THREE OAKS TOWNSHIP—C. CONNER.

There are five school districts in this township. District No. 1, in which Three Oaks is situated, has two school buildings, one a small frame building, the other a two-story brick building, with three departments. The buildings of the other four districts are medium sized, and not in good repair. I think the schools in the township will compare favorably with the common schools of the country.

SODUS TOWNSHIP—J. STROME.

I have visited the schools of this township twice during the year, and in the majority of the schools I have noticed quite an improvement. This township is improving its school buildings and grounds, and getting suitable furniture.

PIPESTONE TOWNSHIP—W. T. REESE.

I take pleasure in noting the progress of the schools in this township during the year past. No teacher has entirely failed, while many have met with remarkable success. There is a general satisfaction with the work done. I have found the teachers generally earnest and faithful in their work, with a good sense of the responsibility of their position.

During the past winter we conducted a Township Teachers' Association, in which most of the teachers participated. These meetings were productive of good results to the schools. We purpose to continue them the coming winter.

ORONOKE TOWNSHIP—J. H. SUNDAY.

The schools in this township the year past have been taught by inexperienced, cheap teachers of the third grade, consequently they are not in a very prosperous condition. Our future prospects are not flattering, as school boards will employ third grade teachers in preference to first, because they can be obtained for just such compensation as they see fit to offer them.

NEW BUFFALO TOWNSHIP—N. E. SMITH.

It is difficult to make any thing like a comprehensive resume of the work done in this township, from the fact that I cannot learn that my predecessor did any thing except to issue first grade certificates to all persons in the township whom he supposed might ever wish to teach. In the absence of any record

kept by the superintendent I can speak only of the present condition of things. District No. 1 is organized under a village charter upon the graded system with an efficient board and an energetic principal; the school is making commendable advancement in its several departments.

No. 2, with seven months by different teachers has shown that able management will accomplish much good.

No. 3, once the model school of the township, stands as a living monument of the ruin that may be brought by internal strife.

No. 4, the German element, fails of success from the fact they are content with poor teachers, and can get only such, for they deem it economy to hire the cheapest.

BERRIEN TOWNSHIP—C. B. GROAT.

I am glad to be able to report improvements in some of the districts by way of repainting school buildings and procuring globes, maps, charts, etc. There seems to be a general decline this fall of about twenty per cent from teachers' wages.

BENTON TOWNSHIP—J. C. LAWRENCE.

The work in our township has been done the past year by experienced teachers, and most of the schools have given good satisfaction. Many of the districts have engaged the same teachers the coming year. They have found out that it is poor policy to employ new teachers every year. Our teachers who are graduates of the Normal School have no trouble in obtaining situations and good salaries, which is an incentive to those who intend to follow the profession to prepare themselves at that school. The collecting of a fee from all those receiving a certificate will have a good bearing in securing a good attendance at the institutes.

BRANCH COUNTY.

GIRARD TOWNSHIP—W. VAN BLARCUM.

Teachers in this township, with a few exceptions, have been well qualified and have performed their duties faithfully.

NOBLE TOWNSHIP—W. MCMILLAN.

The general condition of our schools is fair. There seems to be a growing interest in some of our districts to procure good and experienced teachers, also, to continue their services for a series of terms.

CALHOUN COUNTY.

ATHENS TOWNSHIP—A. G. WATERMAN.

The teachers in our townships have done their work faithfully, and the effect is, the standing of our schools has been greatly improved. The school in our village is opening with a bright prospect. We have three teachers, and we hope by the time the next report reaches you we can claim a graded school.

HOMER TOWNSHIP—B. FANCHER.

The schools in the township are in a moderate condition, excepting the union school, No. 1, which is progressing finely.

MARENGO TOWNSHIP—P. MULVANY.

This is wholly an agricultural township, divided into six whole and three fractional districts. Owing to its contiguity to Albion on one hand, the city of Marshall on the other, quite a number of the young people of both sexes avail themselves of the superior advantages afforded by the college and union schools of those places. This of course has a tendency to lessen the direct interest to some extent, that would be otherwise taken in our district schools. Yet I sometimes think that the reflex influence of those higher institutions of learning often proves a stimulus to the younger pupils of the district schools to press on, and prepare themselves to enter similar places of learning.

CASS COUNTY.

HOWARD TOWNSHIP—J. A. SMITH.

Most of our schools have adopted a three-term system which seems to secure a better attendance. The advancement has been fair in all the schools the past year, and the future promises still better.

JEFFERSON TOWNSHIP—H. R. SCHUTT.

The primary schools of our township have been in progress the usual length of time and with reasonable success.

I have the gratifying evidence from every district that I have licensed no teacher but has received the commendation of the patrons.

LA GRANGE TOWNSHIP—C. G. BANKS.

Our teachers are better qualified than formerly, which is encouraging. A few of the rural districts seek to engage cheap teachers, and suffer in consequence. Those who make teaching a business, and are efficient, will command good wages.

MASON TOWNSHIP—T. B. SWARTZ.

We have but five schools in our township, one of which is a graded school with two departments. The teachers employed during the year, with a few exceptions, have been good live workers, and the general impression is in favor of good teachers, regardless of the wages paid them. Two of our schools have aimed to obtain cheap teachers, and have made qualifications a secondary matter. This has been pursued for some time, and the pernicious effects have become so apparent that they have concluded to have able teachers hereafter at any cost. There is a growing tendency to retain teachers for a succession of terms. This will result in good to the schools.

MILTON TOWNSHIP—H. R. BACKUS.

There are but two schools in the township having a full term.

A few of our schools in the township employ only well-known teachers of experience. These are the schools that advance the most.

CHARLEVOIX COUNTY.

BOYNE VALLEY TOWNSHIP—B. W. ELLISON.

The general condition of our schools is good, but would in all probability be much improved if the district officers would avoid the practice of changing

teachers every time, especially in terms of three and four months. It can be avoided in nearly every instance, thereby giving scholars a better advantage.

CHEBOYGAN COUNTY.

INVERNESS TOWNSHIP—D. J. GALBRAITH.

The schools in this township are not in a very satisfactory state. The teachers usually employed are those who offer their services for the smallest compensation, without regard to qualification. In fact, school boards are so frequently imposed on by certificates of a high grade in the hands of teachers of very limited qualifications, that they pay very little attention to certificates any more than to comply with the law.

CLINTON COUNTY.

BATH TOWNSHIP—T. A. STEVENS.

There is a commendable interest manifested by the teachers of this township to prepare themselves for their work. Many of our teachers are now attending school at Pine Lake, with a determination to raise their grade another year.

DUPLAIN TOWNSHIP—L. C. SHELLEY.

The past year has been one of some progress in our educational work, and we are encouraged to renewed efforts to make our common schools still more complete and satisfactory. Our schools, with a few exceptions, have been in session a fair proportion of the time, and most of them managed with ability, and a good degree of satisfaction prevails between teachers and patrons.

EATON COUNTY.

BELLEVUE TOWNSHIP—F. A. FORD.

The schools of this township have, with a few exceptions, averaged well. The failures have arisen from want of government. Our teachers mainly have labored faithfully for the advancement of the pupils under their care. Our school buildings are being gradually improved and new ones built, so we shall soon be able to make a better report as to our condition.

ROXAND TOWNSHIP—WM. C. HOWELL.

Our schools are progressing slowly. We are getting more of a uniformity in text-books, but we are still using too many that were thrown out of schools twenty years ago. With a few exceptions, our teachers take too little interest in their work.

WALTON TOWNSHIP—H. ELMER.

The pressure of Olivet College with its preparatory department affects in some respects our district schools, since many of the older and best pupils leave the district schools as soon as possible to enjoy the higher advantages afforded by the college. There is little demand for male teachers or for instruction in the higher branches in common school education.

GRATIOT COUNTY.

NORTH STAR TOWNSHIP—E. FRANKLIN.

I find all the teachers in our township earnestly working, and in most cases with commendable results. A few, I am sorry to say, have not the natural ability required to become successful teachers. The popularity of the profession and the desire to obtain wages higher than at some other employment has given us some poor teachers, and the sooner they learn they have mistaken their calling the better will it be for our schools.

HILLSDALE COUNTY.

ADAMS TOWNSHIP—B. LASELL.

We started with the best teachers that we could select, and at the same time agreed to pay them well for labor performed. So far I can report success without a single exception, owing perhaps in part to the interest manifested on the part of the several school boards and faithfulness on my part. There has been an effort made to establish uniformity of books and an uniformity of rules and regulations to govern and control the schools. We shall spare no pains to elevate the standard of teaching in our township.

HURON COUNTY.

LAKE TOWNSHIP—G. M. STEWART.

Our schools are very backward, but prospects seem more favorable. A marked progress has been made during the year in some directions. Our teachers are deserving of praise. They have been wide-awake to the wants of the schools and have exhibited much energy and devotion in the interest of education. School officers are becoming more interested, more particular in the selection of teachers, more pains is taken in making the school-room comfortable, and in furnishing apparatus.

INGHAM COUNTY.

BUNKERHILL TOWNSHIP—WM. H. HOWLETT.

As a rule the teachers in our township are doing all they can to meet the wants of our schools. Three schools have not changed teachers during the year. I have issued about seventy cards of honor for regular attendance, about forty more than last year.

IONIA COUNTY.

EASTON TOWNSHIP—W. B. COLTON.

I have visited schools twice a term. I find the greatest benefit to be in the suggestions and recommendations made to teachers in reference to discipline and method of teaching. I have encountered many obstacles and very little coöperation by the district school boards. I have seldom been able to secure the attendance of any of them when I visited a school. Some think such visits an unnecessary expense. I have also incurred the displeasure of some by refusing to license incompetent persons.

OTISCO TOWNSHIP—J. T. JOSLIN.

My report is as full as it is possible for me to make, as my predecessor neglected to keep or hand over to me such accounts as would enable me to make a more complete report. Nearly all the teachers were examined before I came into office; but upon my visits I find some of them deficient in the required branches.

IOSCO COUNTY.

TAWAS TOWNSHIP—S. C. KENNEY.

I have visited all the schools in Tawas township outside of the one where I have taught three successive terms, and I find them well governed and taught by good competent teachers, who are not only enthusiastic in their labors, but do not fail to diffuse their enthusiasm throughout their schools, and whenever schools are taught and governed by such teachers, advancement follows rapidly.

ISABELLA COUNTY.

COE TOWNSHIP—W. T. ROSS.

Two of our districts have adopted the three term system, and making each term shorter. These schools are much better attended than those which are in session during July and August.

ROLLAND TOWNSHIP—D. DOXSIE.

This is a very new country and our schools are small and few, but we flatter ourselves that we are getting ten times our money's worth which we invest in educating our children. I heard a man say not long ago that his taxes were fifteen dollars, but he considered his school privileges worth more than fifty dollars. This is the general feeling with the settlers here. By the aid of our good school laws we will soon be situated so that our children can get an education at home.

JACKSON COUNTY.

LIBERTY TOWNSHIP—A. W. FOOT.

I regret that I am not able to fill a report complete, but cannot on account of receiving nothing from my predecessor in regard to the condition of schools previous to last spring. I have no knowledge of the number of visits given or amount received for services. My report may not therefore be correct.

Our schools are progressing some. They are getting to be more uniform in action. Our poor schools are caused by low wages. Officers wish to hire cheap, consequently we have cheap schools. Good teachers look for better and more paying situations.

SPRINGPORT TOWNSHIP—B. A. JOY.

I am pleased to report that the several schools of this township are in a prosperous condition. Every district is holding the three-term system during the year, which we find to be a great improvement.

PUBLIC INSTRUCTION.

SUMMIT TOWNSHIP—R. E. GALLUP.

The schools of our township have generally been well conducted, and have given good satisfaction, and several of the teachers have been retained for the second term. I have continued the practice which was inaugurated by the county superintendents, to give Cards of Honor to all scholars who are neither tardy nor absent during the term, and find the result to be very beneficial.

KALAMAZOO COUNTY.

CLIMAX TOWNSHIP—F. HODGMAN.

The general condition of the schools in this township is about on an average with those throughout the State. A fair degree of interest is shown in them by patrons. Teachers generally do their work as well as could be expected. Many of our houses are badly arranged, none of them have or can have separate class rooms.

KENT COUNTY.

ALGOMA TOWNSHIP—A. R. JEWELL.

I consider the schools of my township to be in very good condition. There seems to be on the part of teachers a glowing determination to keep better order, also to qualify themselves better for their tasks.

CALEDONIA TOWNSHIP—S. T. COLSON.

The condition of our schools is good and the prospects encouraging. The people are growing more in favor of the three-term system. I have endeavored in examinations to keep the standard well up, and have given candidates to understand that they must be prepared to show themselves competent if they wish to obtain certificates.

WALKER TOWNSHIP—N. FULLER.

Notwithstanding we are near the city of Grand Rapids and many of our most advanced scholars attend there, still we have good scholars in all the districts. Our teachers, the past season, have been earnest, energetic workers, doing all they could to promote the good of their schools.

WYOMING TOWNSHIP—O. C. TAYLOR.

The standard of qualifications in our township is very low. In fact I believe that certificates have been granted without examinations. Application has been made to me for license to teach by parties claiming to have taught several terms who are no more qualified than the average twelve year old scholar.

KEWEENAW COUNTY.

GRANT—R. H. REED.

I am opposed to the way our public instruction is conducted in our township; it is a swindle on the public, a shame and disgrace to the mining company and against the maximum good to the greater number.

The company on the ground of owning a greater portion of the land in the township, claim the right to govern the school board in every particular who were officers in their employ, and gave said officers to understand that they

must execute their wishes or leave. In talking about it one day with the president, he was frank to express the idea that if we did not wish to do as they wished it was all right, they would get some one who would.

The company being in financial straits ordered their "surface boss" to teach the school, they to pay him \$25 per month and the school board \$60 per month. This was against his wishes, as he said he could not do justice to either; but it was the company's desire and must be executed.

Accordingly he was hired. Then they said he was in our employ first, and consequently our work must be done first. The schools are a secondary affair. The result was, when they needed him the school had to stop, and he having considerable work to do, seldom was able to commence school before ten A. M., and often till eleven o'clock, dismissing at twelve or half-past twelve, and not commencing before two or three P. M., again dismissing as the case might be.

This caused a great deal of complaint throughout the district, as there was no regularity about the school.

Children would often go to school and find no teacher for the whole day. This led to irregularity.

Complaints were made to me by the score. I spoke to the board, and they said they must do as the company wished. I then spoke to the president, Mr. Henry C. Davis. I was told that when such complaints were made to ask who paid the taxes. He proposed that the parties who paid the taxes should be served first. I hold that such proceedings are wrong and highly detrimental to the public good, as well as unlawful, and should be prevented, if in no other way than by legislation. What right has a mining corporation to dictate to township officers and school district officers what shall be done with money they pay in as taxes? What right has a school district to pay a mining company's officer and have him employed the choice of his time? But such were the facts here during the year just passed, of which I can furnish proof and am a witness thereof myself, and which pains me to take cognizance of, but which I am conscientiously bound to from sense of duty.

LAPEER COUNTY.

MAYFIELD TOWNSHIP—F. H. IVORY.

The general condition of our schools is fair, but we lack in interest by district officers. They hire a teacher, and generally that is the last of it. They are more willing to take reports from scholars than to investigate for themselves; thus many a good teacher is condemned without a fair trial.

METAMORA TOWNSHIP—C. A. FRICKE.

Our schools are all prospering. Teachers have given general satisfaction, with one exception. Liberal provisions have been made for the support of our schools. District No. 4 has just completed a fine two-story schoolhouse, graded her school, and placed in its management an able and experienced teacher, which adds much to our school advantages.

LEELANAW COUNTY.

BINGHAM TOWNSHIP—E. MORSE.

I have held no public examinations, as this is only an expense to the township and no good comes of it, as there are but few schools and no regular time

for commencing them. I have charged nothing for such examinations except what the law requires to be forwarded to the county treasurer.

ELMWOOD TOWNSHIP—A. B. DUNLAP.

This is a new township and composed of a mixed population, the foreign element predominating; yet there is a liberality in taxation in support of common schools. There has been great difficulty in securing competent teachers, and this is still the case,—girls being employed for a short time, then engaging in other pursuits,—generally marrying.

SOLOMON TOWNSHIP—HIRAM TERRY.

The schools are doing as well as could be expected under the present circumstances. The county is new and thinly settled, the people mostly poor. The schools are neglected by school boards and parents.

LENAWEE COUNTY.

DOVER TOWNSHIP—F. E. SHEPHERD.

The schools in our township are, with one exception, in a prosperous condition. The teachers employed are above the average in efficiency and scholarship. Many are employed for a succession of terms.

FAIRFIELD TOWNSHIP—EDGAR MORSE.

I am pleased to note a growing interest among our patrons pertaining to our primary schools. In many districts they have been in the habit of hiring young and inexperienced teachers, but of late we hear them inquiring for experienced teachers. The old plan of boarding around is rapidly falling into disfavor.

FRANKLIN TOWNSHIP—WM. E. WISNER.

I have licensed an unusually large number of young teachers, and as a result our schools have not been as successful as I could wish,—not from a lack of knowledge on the part of the teacher, but lack of experience.

Since our annual meeting our schools have been engaged by teachers of more practical experience and at better wages than one year ago, hence the outlook for the coming winter is more encouraging.

RIGA TOWNSHIP—T. G. CHANDLER.

The general condition and prospects of the schools in this township are more favorable than a year ago, and if we could get good teachers from the Normal School in every district in the township our schools would improve. There seems to be a growing interest in our community in educational matters, yet there are many who are utterly indifferent as to whether their children have the benefit of our common schools or not. In my opinion the compulsory system of education should be enforced. Our greatest needs are school apparatus, uniformity of text-books, and more black-boards to make our work effective.

MADISON TOWNSHIP—C. D. WEST.

In uniformity of books our schools are improving; also in substituting the three terms instead of two during the year. Our teachers fail to accomplish the best results, mainly from lack in government and from inefficient preparation for their labors.

MACOMB COUNTY.

SHELBY TOWNSHIP—F. PAYNE.

During the past summer five of the schools have been taught by teachers wholly inexperienced, having never taught before, but they have done remarkably well. Their work shows the effect of forethought, study, and labor. If I were to specify what has been our greatest deficiency, I should say not so much a lack of knowledge in the technical branches taught, but in a fund of miscellaneous information and an inventive genius with which to illustrate and make interesting the various branches taught.

MANISTEE COUNTY.

MARILLA TOWNSHIP—J. BRIMMER.

Our schools on the whole are in a prosperous condition. We have had the good luck of securing efficient and successful teachers, some of them that make teaching their business, and have taught for years. Wages are not so much a question now as a competent teacher. The condition of our schools is not what it should be, but we are encouraged from the perceptible improvement seen from year to year.

MASON COUNTY.

EDEN TOWNSHIP—B. F. BIDWELL.

I would state that I am far from being satisfied with the standard of teachers in our district schools. Scarcely any have made preparation for their work, and only enter the school-room as a means of obtaining a little money in a genteel way, not from any sense of duty or from any intention of making teaching a business. It is evident that there is a fault somewhere, but whether in the school, or in the district board, or with the township superintendents, I am unable to discern.

MECOSTA COUNTY.

HINTON TOWNSHIP—WM. JUDD.

The schools in this township have been under the care of good competent teachers, with one exception. I have urged upon school officers the necessity of employing the best grade of teachers, also the importance of procuring proper school helps, such as globes, maps, charts, etc.

SHERIDAN TOWNSHIP—O. E. MUSGRAVE.

There is not so much interest taken in the schools by school officers as there should be.

The financial affairs in both districts are in a bad condition. The treasurer of the district never makes any report because the primary school laws of the State are not specific on that point, and the directors' reports are very incomplete, and my predecessor left me no official acts of his, therefore my report must necessarily be incomplete.

PUBLIC INSTRUCTION.

MIDLAND COUNTY.

INGERSOL TOWNSHIP—J. MAYER.

District boards have in years past practiced a species of economy in securing cheap teachers, which has proved detrimental to our schools. But they are beginning to find out their mistake, and for the last two years efforts have been made to secure the best and most efficient, hence there has since been a decided improvement in our schools.

MONROE COUNTY.

MILAN TOWNSHIP—A. E. DENSMORE.

As for maps, globes, etc., there are none to speak of in some districts, and the district boards pay no attention to these things. Their duties seem to have been done after having hired a teacher at the very lowest wages possible. In short our schools are much neglected by school officers and parents.

RAISINVILLE TOWNSHIP—LEVI PITTS.

Our schools are supplied with some kind of books, but usually with two or three series in every branch of study taught. Many of our too well educated parents have an erroneous opinion that money raised for school purposes is money thrown away, therefore veto any measures brought forth to raise means for school purposes. However, there have been some improvements in this direction since some few of the districts have purchased globes and maps.

MONTCALM COUNTY.

REYNOLDS TOWNSHIP—E. S. HOLM.

The condition of our schools is fair. We have some inferior teachers, but happily we are getting rid of them, for I have raised the standard higher, and mean to work up still higher gradually.

MISSAUKEE COUNTY.

REEDER TOWNSHIP—PETER I. QUICK.

Our schools seem to be making commendable progress, and teachers appear interested in their work. I was particularly interested in one instance, which was to see mother and daughter attending the same school, and working with all diligence.

MUSKEGON COUNTY.

FRUITLAND TOWNSHIP—H. N. MARVIN.

Our people are taking an interest in the schools, and we hope soon to have an uniformity of text-books and all the necessary school furniture desirable. Our buildings are mostly new and in good condition.

MONTAGUE TOWNSHIP—REV. B. F. MURDEN.

We have been trying for the last three years, during my incumbency, to elevate the standard of instruction, and, I am happy to say, with some considerable degree of success.

NEWAYGO COUNTY.

MONROE TOWNSHIP—G. WRIGHT.

Our schools are decidedly improving, and will, I think, rank well with almost any county schools. The districts usually aim to secure good teachers at good fair prices, such will give satisfaction to concerned.

OSCEOLA COUNTY.

HIGHLAND TOWNSHIP—C. SMITH.

Our township is new, fully two-thirds of the land being yet in the hands of speculators and railroad companies. The inhabitants are generally poor, most of them having been without homes in the older States, and too poor to buy land, and have secured homes upon the public domain by settlement and occupation for a term of years. Some of these settlers have enjoyed very limited advantages for intellectual and moral culture in childhood. Others, more highly favored, have almost entirely neglected the opportunities within their reach. And while all have experienced the inconveniences of poverty, comparatively few trace these inconveniences to their primary cause, viz.: a want of intellectual and moral culture. Hence it happens that the people in this region are chiefly intent upon improving the pecuniary, while the moral, intellectual and social condition of themselves is left to take care of itself or be cared for by others. And those who are engaged in this work not unfrequently find the entire community maintaining an antagonistic spirit. As the result we have insufficient appropriations, short terms, irregular attendance, and in some instances determined hostility to all forms of school discipline by parents and guardians as well as scholars, the former in some cases visiting the school-houses as an infuriated mob, with clubs, knives, and revolvers, threatening summary vengeance upon "the pot of hell who dares to raise his skunk paw to enforce obedience to a set of tyrannical rules." Under these circumstances it seems necessary to educate the parents as well as children. Much credit is due to J. Holmes, Esq., my predecessor, for the wise discrimination exercised in licensing teachers, and it is hoped that some progress has been made in our schools during the year past. A better understanding than formerly seems to exist between parents and teachers, and pupils are beginning to regard the latter as friends.

LE ROY TOWNSHIP—P. GREEN.

The general improvement of the schools in this township during the year past is very encouraging. Our schools are in a more prosperous condition than ever before.

The teachers have all been alive to their work.

OAKLAND COUNTY.

ROYAL OAK TOWNSHIP—S. J. WILSON.

I found the schools in this township in a fair degree of prosperity and life generally, a few only exhibiting the fact of not having been supplied with earnest and thorough teachers. I endeavored to elevate the standard of teach-

ers by raising the per cent. of examinations, and met with a hearty support of school officers with few exceptions. These officers and disappointed candidates uniting to resist the desired improvement, has been the means of compelling me to take a decided stand for better teachers. We have a few districts only who make the amount of wages, and not qualifications, the desideratum of engagement.

OTTAWA COUNTY.

ALLENDALE TOWNSHIP—E. G. NORCROSS.

There seems to be a growing disposition among the patrons of the schools to want better qualified teachers, and yet they do not wish, generally, to pay wages asked by that class.

If directors would be more careful who they hire, also when having secured a good teacher, retain that teacher, regardless of a few extra dollars per month, we should see better schools and a better use made of the people's money.

GEORGETOWN TOWNSHIP—D. E. YARRINGTON.

Our schools, as I view them, are in a prosperous and improving condition. We have a good class of teachers that are reasonably well qualified for their work.

WRIGHT TOWNSHIP—B. HENDRICKS.

The schools in this township are in a prosperous condition. There appears to be more interest taken by patrons and school officers than formerly, and I predict that in the not far distant future this township will furnish as good a record as most of them.

SAGINAW COUNTY.

FRANKENMUTH TOWNSHIP—F. W. KOCH.

There are three private schools in our township. The same men employed by the district schools that are in the private schools. These schools are strictly sectarian, and the teachers are employed not so much from their fitness or ability as for standing as religious men. Of our three teachers in the public schools, there is really but one competent to teach the English language in our primary schools, their pronunciation, orthography, and grammar being so faulty. Still those men come up for examination every year, and are engaged by the directors. Should the superintendent refuse to grant certificates, the township would simply engage no other, then would elect some other man the following spring who would grant them certificates. Our public schools are sadly neglected. The irregularity of the schools is so great that the teachers are unable to accomplish anything. No uniformity of books can be introduced, as a great majority of the parents will not purchase them.

For the superintendent to try to remedy these evils would be perfectly useless. They will not adopt any measures to help the public schools, and unless some way can be found by which the control of the public schools is taken out of the hands of those who control them in the interest of the congregation, and by whom things are so conducted that they just barely, with a seeming right secure the public money, no improvement can be expected in our township; the

office of superintendent remains a sinecure—examinations and visiting schools is but a farce. What can be done to produce a necessary change I know not. If the different districts could be found to build their own school-houses, engage and support their own teachers who are fully competent to teach the English language, then this state of affairs could be changed, otherwise it will remain as it is for the next twenty years. Until then, nothing encouraging or interesting will be found in our annual report.

SANILAC COUNTY.

LAMOTTE TOWNSHIP—F. DAVIS.

Owing to the backward state of this part of the country, and the uncultivated condition and indifference of the majority of its inhabitants in regard to educational matters, I find our schools in a very bad condition, yet I have succeeded in part in introducing an uniformity of books, and now so fast as new ones are purchased they will be uniform.

MARLETTE TOWNSHIP—HENRY M'CRAE.

I regret to be obliged to report that the schools in this township are in a very backward condition. It seems to be the rule to change teachers twice every year. There is also a yearly change of superintendents. The teachers seem to have no professional pride. A poor third-grade certificate gratifies their highest ambition. Our training schools for teachers can do but little good outside of the cities and large towns while the schools are being taught by cheap low grade teachers.

SHIAWASSEE COUNTY.

WOODHULL TOWNSHIP—D. O. BEARDSLE.

Our schools are in good condition and the patrons seem to take a great interest in them since the county superintendents have ceased to rule, and our schools have been on the gain.

ST. CLAIR COUNTY.

COTTRELLVILLE TOWNSHIP—HARRY STONE.

It is with satisfaction that I submit my third annual report; satisfaction because the schools are in a prosperous condition with energetic officers and teachers qualified and almost unexceptionally willing to work in that peculiar sphere and manner in which only teachers are required to work.

FORT GRATIOT TOWNSHIP—G. W. HOWE.

I found myself unprepared to make any report last year for the reason my predecessor left me no record of his work; but in my present report I am prepared to say that while Fort Gratiot village has one of the best and largest union schools in the State, comprising four departments classified and arranged to the best advantage, occupying a very good building and provided with much that makes the school room attractive, we have also two of the smallest and poorest districts in the county, and still another without a building, which has almost become notorious on account of the sectional strife and jealousy which exists therein.

PUBLIC INSTRUCTION.

ST. JOSEPH COUNTY.

CONSTANTINE TOWNSHIP—J. W. BEARDSLEE.

The schools of this township have during the past year presented no peculiarities which seem to demand or justify comment.

Perhaps the most noticeable feature is the growing demand for cheap teachers, and the abundant supply which has arisen to meet that demand. The inevitable consequence of this is that the character of the instruction given is lowered in proportion to the price paid for it. Those schools which resist this demand are making good progress.

Nearly all now adopt the three-term system, and find it a decided improvement. On account of the frequent change of teachers, the important matters of classifications, grading and uniform text books, are too often neglected, although each year shows some improvement.

FAWN RIVER TOWNSHIP—J. C. HOFFMAN.

On taking charge of district No. 3, as teacher last fall, I found it ungraded, poorly classified, with no uniformity of text books, no course of study, and in a very poor state generally. Before opening the school, I wrote out a regular course of study, a complete list of books to be used for the school, with rules and regulations for the government of the school, all of which the district board adopted; and after a trial of seven months I have practically demonstrated the fact that a country district can be graded and classified, so as to follow a regular course of study, and under this system tenfold better will be the results.

STURGIS TOWNSHIP—G. D. THURSTON.

The year just closed has been one of marked success in the schools of our township, especially in point of discipline and study. Faithfulness in the discharge of duty on the part of both teachers and scholars has brought about the above results, and the school year upon which we have now entered we hope will prove one of still higher attainments.

WHITE PIGEON TOWNSHIP—E. R. WILLARD.

Our schools have done very effective work during the year past. Our teachers have been mostly those who have had experience, and are devoted to the interests of their schools.

Our village school ranks high and is steadily advancing. Its course of study has been revised, and is rigidly carried out. Its attendance from outside the village is increasing, so that it takes the most advanced pupils from the district schools, thus giving them advantages that are not ordinarily found in country schools.

VAN BUREN COUNTY.

ANTWERP TOWNSHIP—S. A. COLE.

A number of our schools are pleasantly located, and supplied with well qualified and faithful teachers, while others in the township suffer from the penuriousness of their district officers. Still there is great improvement in this respect from past years. Directors do not shirk responsibilities so much as formerly. They are taking higher views of duty, and are less influenced by individual interests, and the schools are becoming better.

PINE GROVE TOWNSHIP—O. L. MOSHIER.

I have labored to secure uniformity of books throughout our township, and have fairly succeeded. Another reason why our schools are doing better is, there has been less change of teachers. Some have engaged the same teachers for another year. This is one great step towards success. It is a detriment to our schools, this hiring so many cheap teachers. If it were possible to elect intelligent men to fill the office of district boards, this might be obviated.

WASHTENAW COUNTY.

BRIDGEWATER TOWNSHIP—G. S. RAWSON.

The schools of our township will compare favorably with schools of any of the farming townships in southern Michigan. Yet, did the people devote to them one-tenth the interest they do to their business, much more might be accomplished.

Our teachers, on the whole, are doing very well, but I would like to see more of a determination to be masters of their work. In the same county which contains the University and Normal School, and during the three years I have been superintendent, we have had no graduates, and but few from either institution as instructors in our schools. We have too many teachers who make teaching a catch-penny business, and under the present system of inspection it is none too difficult for such to obtain schools.

LODI TOWNSHIP—F. H. SWEETLAND.

In most of our districts our schools are prosperous, though they are poorly supplied with apparatus necessary for thorough instruction; neither are they properly visited by school officers. I have urged the necessity of an uniformity of text-books, and have succeeded in awakening some interest in the subject, yet no definite steps have been taken in this direction. It is impossible to have good schools without good teachers, and it is no less essential that parents correspondingly appreciate these schools and try to do their part in building up a healthy and vigorous interest in education in each district. Much will often depend upon the selection of the district board and the position which they maintain toward the school, whether it is a success or failure.

CRITICISM AND SUGGESTIONS ON SCHOOL WORK.

BARRY COUNTY.

CASTLETON TOWNSHIP—J. M. ROE.

My visits during my first years of experience as superintendent were confined to the school-room, and seemed to result in no particular benefit, so I changed method at the beginning of the past year by visiting school officers and influential patrons, and the result is very gratifying. My experience has taught me that the superintendent can accomplish more good by creating a working inter-

est in the minds of the people, and especially school officers, than can possibly be obtained by any amount of advice to teachers and pupils. I observe that the live interest manifested by our people has awakened a corresponding interest among teachers and pupils.

PRAIRIEVILLE TOWNSHIP—M. C. CRANDALL.

Teachers are generally more deficient in the capacity to govern and control a school than in the requisite knowledge of books. Teaching is something more than listening to recitations or pronouncing words to spell. It consists in teaching the pupil how to think correctly upon the subject under investigation. I have aimed to convince teachers in order to become truly successful they must study the object world more and teach practice as well as theory. System and classification must be taught and practiced in the earliest stages of education.

BERRIEN COUNTY.

PIPESTONE TOWNSHIP—W. S. REESE.

During the months of September and October (1876) I taught a seven weeks' select and normal school. A number of the teachers availed themselves of its advantages, and the result was teachers of a better grade. A school of the same character is now in progress with an attendance of thirty-eight, half of whom are teachers.

BRANCH COUNTY.

SHERWOOD TOWNSHIP—C. C. LAKE.

Last October superintendent of union township and myself held a two days' institute at Sherwood station. It was attended by thirty teachers, besides a goodly number of citizens. Such exercises are profitable and pleasant.

CALHOUN COUNTY.

MARENGO TOWNSHIP—P. MULVANY.

In my charge to teachers at the close of examinations I invariably dwell on the importance of order and system as the elements of success in their calling. Thoroughness is another element I lay great stress upon,—that whatever is worth doing at all is worth doing well. It is the duty of the teachers to see that the child takes no steps forward until the track behind him is well beaten.

CASS COUNTY.

MASON TOWNSHIP—T. B. SWARTZ.

I find what teachers most need to know is, How shall I teach? They seem to understand better what to teach than how to present it in a systematic form to the pupil.

Teachers should have a good normal drill.

CHARLEVOIX COUNTY.

CHARLEVOIX TOWNSHIP—E. H. GREEN.

There ought to be a book for the use of the superintendent, in which he should make minutes of his doings and hand the same over to his successor.

Otherwise the one selected in April may know nothing of the work during the six months previous.

EATON COUNTY.

ROXAND TOWNSHIP—W. C. HOWELL.

We need more thorough teachers. We have too many machine schools, where classes are called out, go through a recitation, and are dismissed, day after day, not one principle mastered. Pupils are not made to think, but answer correctly from their text books, thus pass on through their books.

The next teacher turns back, goes over the same ground again. Term after term passes in this same style. Then parents begin to inquire why their children have so little knowledge.

GENESEE COUNTY.

DAVISON TOWNSHIP—E. HOLLENBECK.

One of the greatest defects noticeable in teachers in their work is their lack of ability to organize and classify their schools, to prepare a proper reasonable programme of daily duties, and then work to it. Practical instruction accompanied by illustrations of the best methods of classifying, arranging the order of recitations, seating, calling and discharging classes, is of practical utility to every teacher. Much of school work becomes a mere effort of memorizing from the fact that teachers adhere closely to text-books recitations. The pupil catches the letter, but the spirit of the recitation evades him.

INGHAM COUNTY.

STOCKBRIDGE TOWNSHIP—W. HOWELL.

I would like to inquire why applicants for third grade certificates are not required by law to pass an examination in mental arithmetic, and theory and art of teaching. Mental arithmetic is seldom taught in our schools, because teachers suppose it to be out of their line of duty. Some of our best educated teachers make a failure of teaching, because of their lack of government. It seems to me that these departments require at least as much attention as any other.

JACKSON COUNTY.

COLUMBIA TOWNSHIP—D. E. HASKINS.

I believe our system can be much bettered. We ought to have a central school in each township free to every scholar that has or can pass certain grades in the district school. Have this school closely graded, and when able to pass the grades in the township, let them pass to a central school to be also established in every county, and from there being well fitted to the Normal School or University if they choose. In this way our teachers in our district schools would not have to attempt to teach every thing, but would have fewer classes and could do their work well. The difference in the price of teachers for such a school, in the different schools, would pay the teacher at the central school, let alone the saving of time. This would bring all advanced scholars from the different schools in the township together, and thus make competition, and

competition must advance them. This central school might be under the control of the township superintendent and township board. Of course all district bounds would be abolished, but this ought to be done any way.

SUMMIT TOWNSHIP—R. GALLUP.

We should insist on more thoroughness in our schools. Too many of our scholars go over their work in haste in order to have something that is higher before mastering primary principles which are the foundation of all future success and the exponent of all future advancement. It seems to me there is too much that is of little practical utility crowded into our text-books. This has a tendency to discourage pupils.

KALAMAZOO COUNTY.

COOPER TOWNSHIP—J. M. DELANO.

I am urging teachers to do their work thoroughly, while at the same time they have due regard for the moral as well as the intellectual development of their scholars. I fear it is too much the object of many of our teachers to make what we call smart scholars rather than good ones, and the age seems to call for smart men rather than good ones, and we have them a little too smart for the age in which we live. Our common schools need to be so conducted that every child of common ability can there obtain a good practical intellectual and moral education. Next to the home influence, the school should make and mold the future character for usefulness.

RICHLAND TOWNSHIP—M. BRADLEY.

There is a tendency to bring too many branches of study into the ordinary school, to give time to what is not most practical in after life, which leads to neglect of what is essential and fundamental. Evidently our training in our schools is not so much in advance of the past as some have supposed; and the teachers of the present, be they graduates of the seminaries, normal schools or otherwise, in thorough training and fitness to teach, need to supplement their training by a longer experience and more careful study. While this is true, it is also true that many do succeed because they merit success.

KENT COUNTY.

PARIS TOWNSHIP—A. D. CHESEBRO.

I protest against so much studying of algebra to the neglect of other and more practical studies, matters that we are more or less in contact with all our lives, yet they are never brought to our notice in the school-room. We do not expect that we can have classes formed in our common schools in astronomy, chemistry, physiology, and botany, but if our teachers understood these subjects how much they might impart to their scholars in a familiar talk of five to ten minutes a day. How much more our children might know when going out into the world, and yet spend no more time in school than now.

LAKE COUNTY.

DOVER TOWNSHIP—A. BARROWS.

Our educational work loses half its value if moral teaching is not included. Denominational preferences are out of place in our public schools, but the

principles of uprightness, truth, and obedience are the great elements of moral power and good government, without which our schools become corrupt. Integrity and a noble character are as important traits as arithmetic is in business matters.

MACOMB COUNTY.

ARMADA TOWNSHIP—A. S. HALL.

The general deficiency in our teachers is a lack of acquaintance with the technical branches which they are required to teach, and a general want of information on the current topics of the times, and a fund of supplemental information to illustrate and make interesting the branches they are required to teach.

OAKLAND COUNTY.

ROYAL OAK—S. J. WILSON.

I am much opposed to the very limited information necessary to secure a third grade certificate, and would suggest that algebra, and perhaps book-keeping be stricken out of the second grade, and make that the third grade, and give no certificates for less than a year. To the second grade I would add philosophy, and physical and descriptive astronomy.

In my own and other States, it is imperative to attend the county institutes in order to obtain a certificate, sickness only being a valid excuse.

I deem it advisable and necessary for superintendents to be empowered to compel teachers to attend a teachers' class that should be organized in some central place in each town during each term; these classes to meet monthly, on Saturdays, for the purpose of comparing the best methods of teaching, and to enable the superintendent to ascertain who the best teachers are, that are the best able to demonstrate and explain principles.

I consider the teacher who conducts a school on the plan, because the book says so, and is not able to tell the reason why, a very dangerous and costly piece of furniture in a school-room. Although not of the number who consider a little learning a dangerous thing generally, I should consider a teacher of very limited ability the most dangerous thing in community.

SAGINAW COUNTY.

SAGINAW TOWNSHIP—T. C. RIPLEY.

My observation leads me to the conclusion that in country schools there is too much classification and too little individual teaching. Intellect cannot be classified in common schools. If the smartest scholars are held back till the dunces learn their lessons, the proportion of dunces will be largely increased. It operates as trade unions do upon mechanics: a poor workman is entitled to the same wages as the good one, and as a consequence the motive to excel is destroyed.

MAPLE GROVE TOWNSHIP—W. H. REED.

To be a teacher requires large human nature,—to know how, when and where to do. Teachers must put life and energy into their work, making their tasks pleasant and tasteful. The less rules the better, but so manage as to place

each child on their own sense of right or wrong. Make the school one harmonious whole. Then the pupils will go to work with a will; there is a relish; school will be attractive; love and industry will prevail.

ST. CLAIR COUNTY.

FORT GRATIOT TOWNSHIP—GEO. W. HOWE.

As it lies in the power of the State Superintendent to do the work for many, I would request that he furnish a uniform series of questions prepared expressly for semi-annual examinations, together with instructions in regard to the standing required to entitle applicants to certificates in the different grades. A programme showing the time proper to be allowed for each exercise, and giving directions regarding oral exercises.

RILEY TOWNSHIP—D. H. COLE.

The graded and high schools should mainly be depended upon to supply the untry districts with teachers. If district officers could understand that it is not advisable to employ teachers who have had no other educational advantages than are found in our common schools, many more that aspire to become instructors would avail themselves of the advantages offered by our high schools.

ST. JOSEPH COUNTY.

BURR OAK TOWNSHIP—REV. S. FLEMING.

I have thought for many years there was too much didactic instruction, the aim being apparently to fill up the mind as a reservoir, and too little inductive instruction—explaining to the last effort of mind—and leaving little room for calling out the student's thoughts. Many years of teaching and observation have strengthened my conviction that the province of a text-book—as of a teacher—is to furnish principles and general methods, indicating and suggesting special processes, and leaving the student sufficient scope for application, and that the chief object to be sought is discipline rather than acquisition.

SHIAWASSEE COUNTY.

SHIAWASSEE TOWNSHIP—G. M. REYNOLDS.

An experience of nearly two years in the township superintendency has suggested to me the following defects in the working of our school system:

1st. The length of a term of office in the superintendency is too short. As now arranged a man can no more than become familiar with the mere routine duties of the office, say nothing of the needed familiarity with the needs and wants of the schools, the best methods of teaching.

2d. There should be uniformity of questions and tests of examinations throughout the State. What constitutes a qualified teacher in one town or county does not in another. To secure this uniformity the State should issue at intervals a series of test questions to the superintendents on the branches to be taught, and used uniformly during the prescribed interval.

3d. Teachers should be compelled, by law, to take examinations for 2d and 1st grade certificates after they have taken three third grade certificates. We need a higher grade of teaching qualification; but so long as teachers can get along term by term with an examination for a third grade certificate the major-

ity will be satisfied so to do. It also would be wise to settle, by law, a definite per cent on general examinations below which no teacher receiving a certificate shall fall, say for 3d grade, 70 per cent; 2d grade, 80 per cent; 1st grade, 90 per cent. Let such a rule be uniform and invariable, and it will go far towards inducing teachers to better efforts for higher qualifications, also some uniform and systematic plan should be introduced into our schools for the daily teaching in a regular course of the truths and principles of common morality and virtue. This is the one grand lack of our educational system. The most important thing of all is wholly neglected or indifferently passed by.

VAN BUREN COUNTY.

HARTFORD TOWNSHIP—J. E. SWEET.

School boards are too often satisfied with the fact that a certificate has been granted without reference either to the standing it shows or to the many other qualifications which can only be learned by personal intercourse and conversation. These natural qualifications often are more essential to success than any thing the normal or any other school can teach. The certificate cannot indicate. If school directors would exercise the same care and judgment in selecting teachers that they do in employing farm laborers, journeymen, mechanics, or business clerks, our schools would be better served. The fittest would survive and the unfit would seek other employment. In my examinations I seek to be thorough rather than critical. I keep in view the fact that supervision is often the best which supervises the least. The teacher who cannot or will not profit by advice and suggestions will be benefited still less by direct instruction or guidance.

I have held monthly meetings of the teachers in the township during the summer and winter terms, at which methods of teaching and other topics of interest are discussed. These normal classes have generally been well attended and have been interesting and profitable.

WASHTENAW COUNTY.

MANCHESTER TOWNSHIP—C. F. FIELD.

The difference between the graded and the ungraded schools is painfully apparent, the one by its systematic course, by its discipline, and by all the resources attendant upon system and discipline, is accomplishing great results and giving to our State a high reputation for its educational system. The other, by its lack of system and concentrated purpose, is effecting the very minimum of good. I have often proposed to the directors the plan of adopting an uniformity of books. They all agree that such a course would be beneficial, but at the same time are reluctant to take any steps to carry it out for fear of entailing extra expense on the people. But it seems to me that such a plan would be economy in the end. If the patrons of the schools could be made to realize the great increase in efficiency which would result in adopting system in the place of the present chaos; if they could be made to feel that their children could be instructed in the branches of a common school education just as thoroughly at home in their own district schools as in the union schools, and much more cheaply, there would be little trouble in effecting a great reform in our district schools. Is it not the duty of all friends of popular education to endeavor to

awaken an interest in the needs and the condition of our district schools, where so many receive their only education?

WEXFORD COUNTY.

BOON TOWNSHIP—H. M'NITT.

We have a law for the compulsory attendance of pupils, and it seems to me desirable that this law should be made efficient and operative. To do this it must be rendered unobjectionable to all. This can only be done by making it just to all alike. Religious instruction in school is not a thing in law, but custom. Yet it seems to us if the law compels the attendance of scholars it should protect them in every right that they might enjoy without such compulsory attendance. The school law recognizes this principle in expelling pupils for bad habits, infectious diseases, or anything dangerous to their fellows. Now I think it cannot be shown that any system of religious instruction is permanently good, and that therefore it would be just to support it by public tax as a measure of public morality; and moreover, as the constitution guarantees religious freedom, it would not seem that we could show strict justice to all by tolerating in school any system of religious teaching whatever.

HINDRANCES TO PROGRESS OF SCHOOLS.

ALLEGAN COUNTY.

GUN PLAIN TOWNSHIP—B. THOMPSON.

Our schools are poorly supplied with black-boards; not a school outside of Plainwell has an outline map or a globe, or any school apparatus. The absence of these articles lessens the usefulness of our schools, and in the majority of the schools the evil is likely to continue unless some compulsory measure be instituted or some inducements held out, such as allowing the State to furnish them at a very large discount from ordinary retail prices.

There is a disposition among some of the school officers to change teachers too frequently, and employ inexperienced ones because they can be had for less wages. The want of an uniformity of text-books and the irregular attendance upon schools are other great hindrances to our progress in school work.

BRANCH COUNTY.

BETHEL TOWNSHIP—O. D. CURE.

One thing that tends greatly to hinder, to some extent, the progress of our schools, is a failure on the part of our school officers to visit the schools and examine into the discipline and mode of teaching. If this duty on the part of officers was more observed, it would tend greatly toward encouraging and inducing teachers to employ every means that would suggest itself for their improvement. It is a fact not to be denied, that the art of teaching is something that

very few succeed in. Although our teachers are very good, perhaps better than the average, yet there is much room for improvement. Our schools are almost entirely destitute of the aids to instruction. None have globes or outline maps; some have charts, and two have dictionaries. About one-half of the schools only are supplied with a suitable record book. This is something which should not be overlooked, as it furnishes the districts with statistics that cannot be obtained in any other way.

SHERWOOD TOWNSHIP—C. C. LAKE.

The greatest hindrance I find to our progress is the practice of allowing pupils to read in books too hard for them. District officers are very negligent in regard to their duties, especially in regard to prescribing a course of study and a uniformity of text-books.

CALHOUN COUNTY.

CLARENCE TOWNSHIP—H. J. COURTWRIGHT.

The schools are neglected by parents and district officers, who do not seem to take much interest in educational matters.

CLARENDON TOWNSHIP—E. D. DICKERSON.

We have one great difficulty to contend with; that is, it is almost impossible to procure properly trained teachers. A large majority of them go directly from the common school to the work of teaching without any preparation whatever. But two of those who are to teach in this township the coming winter ever attended an institute. I think this number is but little below that of surrounding townships.

CASS COUNTY.

HOWARD TOWNSHIP—J. A. SMITH.

I find our teachers depend too much upon text-books, seldom going farther in explaining why a certain process produces certain results. Many teachers seem to have no energy in the school-room.

Parents and district officers seem unwilling to adopt a regular course of text-books. In my first visit two years since to the schools I found five series of arithmetics, three or four kinds of grammars, and as many readers and geographies. I have induced some of the districts to adopt a regular course.

LA GRANGE TOWNSHIP—C. G. BANKS.

The great hindrance in the way of educational improvement is want of interest on the part of parents. The universal complaint among teachers, they don't visit us. I think the institutes will have a tendency to remedy this difficulty.

MILTON TOWNSHIP—H. R. BACKUS.

The schools of this township I find are not classified, not having the required uniformity of text-books. Intend to have some action taken in regard to it this winter.

CLINTON COUNTY.

BATH TOWNSHIP—T. A. STEVENS.

Tardiness and irregularity are doing more than any thing else toward keeping

the schools in the rural districts in a backward state. A teacher may be well qualified and labor with commendable zeal, yet if his pupils are late in the morning and absent one or two days in the week, he cannot do thorough work.

VICTOR TOWNSHIP—CHAS. E. HOLLISTER.

The greatest need of the schools is a direct personal interest in having good schools on the part of parents. They can do more by visiting schools than most efficient superintendents. The incapacity of teachers and apathy of parents and school boards is very discouraging; yet we have not had so poor a school in this township as the best twenty to thirty years ago, when I was a pupil. A public meeting should be held annually in each township, which should be addressed by a live educator who would point out the waste of poor schools and stir the people up to action. Many who know a bad school from a good one do not distinguish between a poor and good one. Their ideal is too low and the way to improve the schools is to raise their standard, for no man works to make a thing better than his highest conception.

So long as a district employs inexperienced and poorly qualified teachers because they can be engaged for two dollars per month less than one who has proven his ability by our American success, we must conclude that the education of the people must precede any great improvement in the schools.

GREENBUSH TOWNSHIP—WM. COOK.

There is not a school in town with proper furniture. Four are supplied with very poor dictionaries, and one has a set of outline maps; a few black-boards, but most are painted with oil paint and are thought by the directors to be just the thing. The demand for cheap teachers is a great drawback to our schools, there being only one in town that strives to get the best at any price. The township superintendent ought to have a voice in selecting teachers.

WATERTOWN TOWNSHIP—L. TOWNSEND.

I find the schools in as prosperous condition as could be expected, but none of them are models. Why they are not is from a lack of interest on the part of patrons, too little wages paid,—consequently too low a grade of teachers,—a lack of classification in the schools, too great a variety of text-books, and a general desire on the part of teachers to advance pupils too rapidly.

EATON COUNTY.

BELLEVUE TOWNSHIP—F. A. FORD.

One great drawback to our schools, is the lack of uniformity in text-books. The district boards do not take the responsibility, and in a majority of cases do not decide what books shall be used, consequently we have too many classes, and too little time for each class. As for outline maps, etc., school officers think it money thrown away to purchase them, as they did not have them when they were young.

HAMLIN TOWNSHIP—G. E. LAKE.

The system of boarding around is rigidly adhered to. The custom of changing teachers every term is practiced entirely, much to the detriment of the schools. The text-books in use are various, some schools having more classes than scholars. There seems to be no remedy for these things,—the manner the schools are managed.

Our schools are certain to go back unless we can act more in concert.

GENESEE COUNTY.

MUNDY TOWNSHIP—D. LAWRENCE.

One great obstacle to the success of our schools is, the want of uniformity of text-books. There is every variety of books, and of course as many classes as books. From my experience as a teacher in well graded schools, I am convinced that a few classes are better than many. Another hindrance is the lack of interest in school officers and parents. Schools are seldom visited by either. The teacher is placed there with a room poorly furnished, seldom a dictionary, and often not a suitable blackboard. No attention is further paid to them.

GRATIOT COUNTY.

ARCADA TOWNSHIP—E. D. SAUL.

For my part I cannot see any substantial progress for our schools under the present system. In the first place any one can obtain a certificate, and a school at some price, thus compelling those who have fitted themselves to forsake the profession of teaching.

Another fault is in the constant change of teachers. Again, there is no uniformity of books. What would be the objection to using the same series of text-books throughout the State for a term of years? In this way when a scholar finished the course of study in the common schools, he would know what to do on entering an union school, in this way there would be some connection in our public school system. But as it is, it is a conglomerated system, so much so that a great deal of useless time and expense are sacrificed in passing through our schools.

BETHANY TOWNSHIP—J. A. WILCOX.

Allow me to suggest what I consider to be a serious obstacle to the progress of our schools. It is the carelessness and lack of intelligence among so many of our school officers in properly discriminating in the selection of teachers. They are quite likely to employ the first applicant that comes, provided the terms are satisfactory. The applicant then goes to the superintendent with a school conditionally engaged, and perhaps with a petition from the district officer that a certificate be granted, as the scholars are small, backward, etc. This is all wrong. The township superintendents are presumed to be, and if the people do their duty, will be more competent to judge of teachers' adaptability and capability than district officers.

HILLSDALE COUNTY.

CAMDEN TOWNSHIP—T. MILLER.

A mistaken notion prevails in some districts that good scholarship and professional training are not essential in the teachers of young children. Too little care has been exercised in some districts in the selection of teachers, and the cheapest, poorest employed, consequently such schools make but little progress.

But our school boards, I think, are waking up to the fact that a better class of teachers are needed if they are to have good schools. Another defect in our schools is the too frequent changing of teachers. If good teachers at a

fair price, and retained for a number of terms in succession, were secured, the schools of Camden might be improved. I hope the day is not very distant when an uniformity of text-books will be used, and a regular prescribed course of study laid down.

IOSCO COUNTY.

TAWAS TOWNSHIP—J. JOSLIN.

One hindrance to our success, especially in the rural districts, is the lack of uniformity of text-books. One cause of this lack arises too often from a change in text-books with the change of teachers.

ISABELLA COUNTY.

DEERFIELD TOWNSHIP—G. D. BROWN.

Uniformity of books is not a leading feature in this town. Settlers are here from all parts of the country, and each family is supplied with books used in the locality where they formerly lived.

JACKSON COUNTY.

HANOVER TOWNSHIP—C. E. SNOW.

I attribute our partial failures to several causes: First, the depreciation in teachers' wages. We cannot expect that the talent of our land will devote the best part of their lives and spend their means in qualifying themselves for a profession which yields but a nominal remuneration for their services. Again, the depression in financial matters, on which account education seems to become a secondary consideration and the means of living primary, forgetting that the highest order of the one is often dependent on the other.

LEONI TOWNSHIP—E. A. SAGER.

I find that none of our schools have an uniformity of text-books,—a very great disadvantage in the classification of the schools.

The desire of many of our districts to hire cheap teachers has been very damaging to the success of many of our schools. Instead of making an effort to secure teachers of ability and experience, they have employed those that could be obtained the cheapest, and the result has been cheap schools and a general dissatisfaction, whilst some of our teachers of known ability have been idle a portion of the year in consequence. The tendency is to lessen the interest taken by teachers in intellectual improvement, feeling that they are not sufficiently compensated to warrant them in spending more time than they are obliged to in preparing for examinations, attending institutes, or other educational gatherings.

KALKASKA COUNTY.

COLD SPRINGS—J. HELVERSON.

Lack of school apparatus, lack of uniformity in text-books, and irregular attendance, are the greatest difficulties that we have to encounter in this new and sparsely settled county. The people at present are too poor to attempt many improvements.

KENT COUNTY.

WALKER TOWNSHIP—N. FULLER.

One great drawback we have to contend with is the too frequent changing of teachers. A good teacher makes a good school, and when such are found, it is unwise to change because some inexperienced person will teach for less wages. District boards are at fault when they say times are hard, and we must employ for very low prices. Therefore they will engage persons who lack nearly every qualification for teaching, merely because such will teach for just what they can get. In many instances our best teachers are out of employment, and time and money is squandered by inefficient teachers.

LAPEER COUNTY.

OREGON TOWNSHIP—J. H. MILLER.

The principal defects in our schools seem to be irregular attendance and tardiness, hence it is impossible to keep our schools properly classified. This is owing largely to the want of interest among parents, their children being kept out of school for every trivial cause. I believe if a sum of twenty-five cents was required as an entrance fee, to be forfeited on an absence of over five days, unless said excuse be sickness, it would greatly obviate this difficulty. We also lack furniture, globes, maps, and black-boards not being of sufficient size to be of much use.

MAYFIELD TOWNSHIP—F. H. IVORY.

One trouble in our schools arises from the fact that they are obliged to follow the rules and regulations of school boards. Many of these rules are contrary to the ideas of the teachers, and are so imposing that when teachers try to enforce them it at once causes disruption between them and the school. A teacher not capable of making his own rules is not fit to teach.

LEELANAW COUNTY.

BINGHAM TOWNSHIP—MICHAEL A. HEUSS.

The great fault I find is, school boards are too anxious to engage cheap teachers. Good teachers can never teach at such cheap rates as are being offered here.

LENAWEE COUNTY.

CAMBRIDGE TOWNSHIP—D. E. THOMAS.

Our schools are in a sad condition; but one school that has a uniformity of books, and no classification in any of them. Proper apparatus for instruction is entirely ignored by the school boards. I have prevailed on one district to adopt the plan of the three term of school system and they find it a great improvement.

WOODSTOCK TOWNSHIP—H. WILCOX.

All possible influence, both by State and town superintendents, should be

used to bring school boards to see the importance of securing teachers of ability to manage our schools. Men who will have a first-class horse, will have a good, strong, faithful man on the farm, will place a novice over the culture of his children if that novice will work cheap. Some school boards do not seem to realize that pacifying the pupils,—not calling for or troubling the board,—is not teaching. Thoroughness and progression is seldom looked after by school boards.

LIVINGSTON COUNTY.

CONWAY TOWNSHIP—H. CONKLIN.

One of our great hindrances has been superintendents are so slack in their examinations. They license many who are incompetent to teach. Then, too, so many districts wish cheap teachers and always get them.

MACOMB COUNTY.

LENOX TOWNSHIP—D. B. ALLEY.

Our school boards are too apt to employ inexperienced teachers rather than pay reasonable wages to those who have experience and ability. Our teachers are not sufficiently ambitious, and our school officers are not prompt as regards uniformity of books. In district No. 12 they have five different series of readers.

MANISTEE COUNTY.

ONEKAMA TOWNSHIP—C. W. PERRY.

The greatest hindrances to the efficiency of our schools, I should say, is, first, the non-attendance and irregular attendance of pupils; secondly, lack of uniformity in text-books, thereby rendering it impossible to properly classify our schools.

MASON COUNTY.

RIVERTON TOWNSHIP—W. O. ALBRIGHT.

I find next to the township superintendency one of the greatest hindrances we meet with in this part of the country, is our limited means. We must necessarily economize closely, yet teachers' wages are fair in comparison with those in other business, but not high enough to retain the best teachers, consequently we are compelled to employ those chiefly who merely teach for convenience.

SUMMIT TOWNSHIP—O. RICE.

One of the great drawbacks to the educational interest of this newly settled country is the neglect to provide helps to teachers in the way of maps, charts, globes, also an uniformity of text-books is greatly needed. This constant change of teachers is an injury to any school. There is not a school in the township that has employed a teacher two successive terms within the last four years.

VICTORY TOWNSHIP—G. H. BLODGETT.

The greatest drawback has been, and to some extent is yet, the lack of com-

petent, thorough teachers. I am trying to raise the standard of our teachers by being more strict in granting certificates, and it is already having a beneficial effect.

MONROE COUNTY.

ERIE TOWNSHIP—E. W. HILTON.

There is an injury done to our common schools in the carelessness with which the election of our district officers is conducted, and then their carelessness or inability to serve. In many districts they want cheap teachers, let their qualifications be as they may. The consequence is the superintendent must put up with Hopkins' choice of low standard or nothing. Low wages are driving our best teachers into other professions. The superintendent has no other choice than to take up with those sent him.

LONDON TOWNSHIP—H. H. HERKIMER.

One of the many difficulties we have to contend with is a lack of interest among parents and school officers, and a disposition to run the schools cheap, hiring young, inexperienced teachers, consequently when this is done dissatisfaction arises causing frequent changes. This course is detrimental to any school.

NEWAYGO COUNTY.

BARTON TOWNSHIP—J. W. MARTIN.

The indifference of district boards, as to the grade of teachers we have, prevents the schools from improving as fast as they should. The success of our schools depend much upon the management of our district officers. In most cases they intend to perform their duties faithfully, are prompt to do what the law requires, but the optional part in most cases is neglected.

EVERETT TOWNSHIP—GEO. E. TAYLOR.

Much of the work of teaching in this township is entrusted to young and inexperienced teachers. Many of the school boards failing to discriminate between the tried and experienced, and amateur teachers, probably due to the fact they obtain them for less wages, while those of experience look for more remunerative fields of labor, the result is, much of the important work of teaching the youth has been left in incompetent hands. This in my opinion is one of the popular errors incident to a new country, resulting in a lack of enthusiasm, and systematic and thorough scholarship on the part of the pupils, and a corresponding lack with teachers, they failing to perfect themselves for their important work. Teachers soon learn that it is not necessary, under such circumstances, for them to excel in the work of teaching, in order to compete with those who make teaching a profession worthy of their best efforts. They can obtain a situation without it, and why should they, looking at it from their narrow point of view, make any useless sacrifice. Nearly one-half of the applicants attending my examinations during the past year, have never had the benefit of either normal or institute instruction, and yet they were properly notified of the time of holding the State Teachers' Institute in this county last fall.

PUBLIC INSTRUCTION.

OAKLAND COUNTY.

HOLLY TOWNSHIP—J. G. MITCHELL.

One chief obstacle to the progress of our district schools is this: school teachers are multiplying all over the State a hundred times faster than our school districts. Every one of our union and graded schools each year graduates from half to a dozen young persons who are qualified so far as education is concerned to teach a district school. They go before proper authorities and get a certificate. They are beginners and can afford to teach for less wages, and as a matter of economy are hired while teachers of ability and experience are left out, and many of these teachers, when they come to the practical working of the school room lack ability, judgment and capacity to conduct a school, and always will while their education is sufficient. The evil does not lie in educating the people, but in the standard of our examinations, or, I might say, the lack of any standard, it being left to the judgment of each superintendent. A plan might be devised by our Superintendent of Public Instruction by which the standard of attainment and requirements might be made uniform all over the State, and at the same time the standard of examinations very much elevated, and the districts saved from a class of teachers who undoubtedly never had a call to teach.

SAGINAW COUNTY.

JONESFIELD TOWNSHIP—J. W. ROBINSON.

Let a teacher commence, encumbered with our complexity of text-books, and after a week or so bring about something like organization; then let the children, as it is invariably the case in this township, stop home to pick berries or mind baby, or for some other potent reason: Jonnie a day or two, Kattie a week or so, and to sum the matter up, one-third of the school with or without a cause being on the transient list, we may bid good day to system for the rest of the term. The result, of course, I need not mention. American liberty is a great blessing, but a little Prussian despotism would, in this case, be a greater. There is yet another thing which I deem a serious hindrance to our rural schools. It is this: Fully one-half of the country teachers do not intend to follow teaching for a vocation, they are merely hangers on. They care only for the school because it is a good way to put in the winter or to replenish their wardrobe. Now it would be a good thing to get rid of such, and it could be done by raising the standard of certificates. These parties are usually our poorest scholars that seek for schools and obtain a third-grade certificate. Were they required to have a thorough knowledge of Practical Arithmetic, English Grammar, U. S. History with a little Algebra and Physiology, they would soon become scarce.

SANILAC COUNTY.

FORESTER TOWNSHIP—W. H. HALL.

There are a number of drawbacks to our schools, and to every school in this part of the country. School officers change teachers too often, and school books are changed too often. I contend that no school can prosper under such circumstances. No two teachers have the same method of instruction. The schools should be kept open nine months in the year, with the same teacher in charge. When this is done, the condition of our schools will improve.

ST. CLAIR COUNTY.

KIMBALL TOWNSHIP—I. C. BURCH.

The common schools of this State have a great many difficulties to contend with which do not seem likely to be remedied at present. One of our great evils is the lack of interest taken by parents and school officers. Another thing that retards our progress is the injudicious selection of teachers by school boards. They hire the cheapest that can be obtained, without regard to qualifications. The consequence is, our schools are mostly in the hands of incompetent teachers.

WALES TOWNSHIP—D. DRAKE.

The very low wages paid teachers in this township and the lack of interest manifested in the selection of teachers, has had a tendency to bring our schools under the management of young and inexperienced hands.

ST. JOSEPH COUNTY.

BURR OAK TOWNSHIP—REV. P. FLEMING.

In my opinion there is a greater evil than the expense of books. For instance, in reading, the scholars are hurried over the several books from first to sixth, without sufficient drill.

If the course contained but one-half the reading matter for the term of years required, the three books into which the lessons would be condensed would promote more thorough discipline and make better readers than the six now gone over hastily. In the several books of geography there is much repeated and much time spent in newly associating facts; in arithmetic and grammar the same.

PARK TOWNSHIP—WM. B. SIDLER.

Perhaps it is right that a reduction in teachers' wages should be made, but from the observation I have had, I believe it will result in the ruin of our common schools. The majority of our districts are being taught by young inexperienced persons. Older and experienced teachers are leaving the field for other pursuits.

TUSCOLA COUNTY.

WISNER TOWNSHIP—J. M'GILL.

We have as many classes as scholars, there being such a variety of text-books in use. Some of our people think what was good enough for them is good enough now.

VAN BUREN COUNTY.

KEELER TOWNSHIP—G. W. BAKER.

There is great indifference all through our township with officers and parents. In some districts they never visit the schools, while in others they call once or twice during the year. They are much more particular with laborers on their farms. There is a great variety of readers and geographies, and other books in proportion, which greatly retards the progress in our schools.

WEXFORD COUNTY.

ANTIOCH TOWNSHIP—H. C. MYER.

The variety of text-books in use in our common schools and the employment of young, inexperienced teachers is the chief source of hindrance to their success and growth.

UNIFORMITY OF TEXT-BOOKS.

ALLEGAN COUNTY.

DORR TOWNSHIP—SYLVANUS FELTON.

The greatest drawback in our schools is a want of uniformity of text-books. The subject has been discussed in some of the districts, and I hope will continue to be until the desired end is accomplished.

LEE TOWNSHIP—A. D. HURLBUT.

Might not something be done by appropriate legislation to give the schools throughout the State an uniformity of books, or would the remedy applied be more productive of evil than good?

WAYLAND TOWNSHIP—S. S. FOX.

Another great lack in our schools is uniformity in text-books. Only four out of twelve schools have anything approximating an uniformity, and three of those are graded departments of the village at Wayland.

ALPENA COUNTY.

ALPENA TOWNSHIP—H. C. MYERS.

We have no uniformity of text-books, every child using such books as he may have on hand. Is there no way to remedy this?

ANTRIM COUNTY.

CUSTAR TOWNSHIP—M. M. ELDER.

We have an uniformity of text-books in two of our schools, and the rest are considering the subject and will adopt the plan.

JORDAN TOWNSHIP—H. WARNER.

I tried to hit on some plan to secure books of one kind in all our schools, but the directors and most of the parents thought they were too poor to throw away their old books and buy new ones, and so the idea was abandoned.

BARRY COUNTY.

BARRY TOWNSHIP—J. A. CAIRNS.

We find many patrons of the schools are opposed to a prescribed list of text-books, and district boards themselves are generally ignorant of the importance of having an uniformity of text-books, consequently the law is inef-

fectual. The district board No. 3, last winter, prescribed a list of books to be used, and some of the patrons manifested anger, thought it out of place, etc.

BAY COUNTY.

ARENAC TOWNSHIP—J. J. DECKER.

There is a great lack of uniformity of text-books in this township. I have urged it upon districts and district boards, but of little avail. One district only has adopted the plan. I think we must have more general laws in reference to text books. A little State legislation in regard to it would do no harm in my opinion. Would it not be well to have a county convention of township superintendents for that purpose in each county.

BERRIEN COUNTY.

SODUS TOWNSHIP—J. STROME.

I have made an effort to adopt an uniformity of text-books, but have been only partially successful. It is almost useless to make the attempt during these hard times.

NEW BUFFALO TOWNSHIP—N. E. SMITH.

We have added materially to the efficiency of our schools by adopting a uniform list of text-books throughout the township for a period of five years. The people are becoming so thoroughly convinced of the advantages of such a course that they will probably continue in the plan.

BRANCH COUNTY.

BETHEL TOWNSHIP—O. D. CURE.

We lack to a considerable extent uniformity of text-books. There are very few of our schools that have anything like an uniformity. This is quite a hindrance to our progress. Ever since my first term in office, I have been endeavoring to secure an uniformity of books, but there has been but little accomplished. People are not apt to buy more books than they are obliged to, and of course I cannot make this matter obligatory.

GIRARD TOWNSHIP—W. S. VAN BLARCUM.

There is not a sufficient uniformity in text-books to enable teachers to do as well by the schools as could be desired, still there is a marked improvement in this direction as compared with the same school ten years ago.

CASS COUNTY.

SILVER CREEK TOWNSHIP—W. BENNER.

There has been an uniformity of text books prescribed throughout the township, and the schools have adhered, as a general thing, to the list.

CHARLEVOIX COUNTY.

EVELINE TOWNSHIP—E. A. LEWIS.

I must call your attention to this being a newly settled country, consequently entirely out of our power to secure a uniformity of books.

EATON COUNTY.

KALAMO TOWNSHIP—C. D. SHAFFER.

I find the greatest detriment to our schools in this township is a lack of uniformity of text-books. I have endeavored to induce district boards to remedy this, but with poor success. I think that a law enacted in each county similar to that in Berrien, would be to our advantage.

GENESEE COUNTY.

CLAYTON TOWNSHIP—J. PASSMORE.

In regard to text-books, we have no uniformity whatever. In most of the districts I found the teacher having eleven classes, where, if suitable books were in use six classes would have been all required.

The superintendent should have power to establish some rule by which a uniformity of books could be had throughout the township.

DAVISON TOWNSHIP—E. HOLLENBECK.

The matter of text-books, course of study and classification, as now managed, is one of the greatest marplots in the path of progress, and will remain so until the whole thing is removed from the control of pupils and patrons, teachers and district boards. Pupils are too fond of premature promotion and too immature to know what is needful. Patrons are too much afraid to spend a cent. The amount of remonstrance they will make over a fifty cent book for Jonnie is simply astounding. The members of the school board are not usually educators. They have not the judgment that usually comes of familiarity with a special subject like education (I speak of country districts). They have a dim recollection of how they were educated thirty and forty years ago. They don't know what is necessary and feel it. They don't want to incur expense. They fear their constituents and know it. If they attempt liberality they fall into the hands of unscrupulous agents, who palm off high priced, worthless aids to teaching, leaving them sadder, but scarcely wiser men.

GRATIOT COUNTY.

LAFAYETTE TOWNSHIP—C. ROBERTSON.

An uniformity of books in the State is what is needed, and the sooner we have it the better it will be for our children.

LAKE COUNTY.

CHASE TOWNSHIP—A. N. SMITH.

If we could procure an uniformity of text-books in our State, or even counties, and get our schools properly classified, the progression would be much faster.

LAPEER COUNTY.

OREGON TOWNSHIP—J. H. MILLER.

Our school boards have generally neglected to adopt any series of text-books, but through the influence of teachers the books in use are much more uniform than formerly.

LENAWEE COUNTY.

FRANKLIN TOWNSHIP—WM. E. WISNER.

Another great obstacle to our success is our variety of text-books. We have a law that district boards shall regulate this matter, but no attention is paid to it. We have a great variety of books, some ancient copies that should have been thrown out twenty years ago.

ROME TOWNSHIP—W. ROGERS.

Little attention is given towards securing an uniformity of text-books, a thing much to be desired, as much better instruction can be given by this means.

LIVINGSTON COUNTY.

DEERFIELD TOWNSHIP—C. H. M'KEON.

The success of our schools is retarded by a diversity of text-books, and but little has been done to remedy the evil.

GREEN OAK TOWNSHIP—J. MARSHALL.

It would seem that something should be done in regard to establishing a uniformity of text-books throughout the State. It is impossible for a teacher to do justice in any district school in this part of the State with from two to four different authors to contend with instead of one.

MACOMB COUNTY.

MACOMB TOWNSHIP—F. C. KETTLER.

The lack of a uniformity of text-books greatly cripples our work and progress. I hope another and more determined effort will be made to secure a law compelling a uniformity of text-books.

NEWAYGO COUNTY.

EVERETT TOWNSHIP—GEO. E. TAYLOR.

Another grave error, and one I find to be too general for the welfare and success of our common schools, is the almost total lack of a uniformity of text-books, much of the work being thrown away, and that enthusiasm secured by class drill is lost to the school, discouraging both teacher and pupils. In many cases where school boards desire to bring about this system, the people treat it as an innovation upon their liberties and rights, and often combat instead of seconding their efforts in promoting the interests of their schools.

It is sincerely hoped that this error may be obviated by appropriate legislation.

NORWICH TOWNSHIP—A. J. BENNETT.

The district officers do not use proper endeavors to secure a uniformity of text-books, and in many instances show an entire lack of interest in the schools.

I shall endeavor to secure a uniformity of books in our township.

OAKLAND COUNTY.

GROVELAND TOWNSHIP—B. S. PIER.

We have in our township a uniformity of text-books, though the people look upon the latest editions as an innovation.

I love the cause of education, and think I could advance it had I more time at my disposal.

HOLLY TOWNSHIP—JAMES G. MITCHELL.

The provisions of section 57 of our school laws are utterly disregarded, and a dead letter so far as they apply to a uniformity of text-books. Not one district in the township having complied with them. The selection of text-books is left to parents, teachers and children, the school board having no interest in the matter. The matter should either be committed to the township board or to some higher authority.

OTSEGO COUNTY.

CORWITH TOWNSHIP—A. A. FOSDICK.

In August last a county convention was called to agree upon an uniformity of text-books, to be acted upon at the annual meeting in September. The troubles we have experienced in a multiplicity of text-books will, we hope, be done away with in our township and county.

LIVINGSTON TOWNSHIP—J. E. CORLETT.

We have selected a series of text-books, and recommended them to the several districts for adoption. I understand they were adopted in nearly all of the districts in the county. We also prepared a memorial to the House of Representatives, putting forth our views on this subject of uniformity of books throughout the State, and I hope something may be done to secure an act relative to the same.

OTTAWA COUNTY.

TALMAGE TOWNSHIP—J. J. ROBINSON.

We have no uniformity of books, nor do I see how there can be such as would be desirable, without some law regulating the matter. At present there is a likelihood of books being changed with every change of teacher.

SAGINAW COUNTY.

CHAPIN TOWNSHIP—DAVID V. BELL.

I might say our schools were in a good condition were it not for the want of a uniformity of text-books, but hope this matter will soon be remedied.

SANILAC COUNTY.

FORESTER TOWNSHIP—W. H. HALL.

School books are changed too often, and prices are too high for the children of the poorer class. An effort should be made to have series of books controlled by the educational department, and prices affixed by the same. This uniformity should extend throughout the State.

WASHINGTON TOWNSHIP—WM. H. EARNEST.

I would be glad to see an uniformity of text-books, if it were possible.

ST. JOSEPH COUNTY.

BURR OAK TOWNSHIP—REV. S. FLEMING.

I find what is supposed to be common in district schools,—a great diversity of text-books, which of course is annoying to teachers and detrimental to schools.

One reason for the unwillingness of parents to provide uniform books lies in the fact that there are too many books in a series and too expensive.

WASHTENAW COUNTY.

ANN ARBOR TOWNSHIP—E. BAUR.

A want of an uniformity of text-books in our schools impairs greatly the work of the teacher. In some of our schools we have nearly as many reading classes as there are scholars.

It is impossible to classify a school unless pupils of the same grade are provided with the same books.

The incentive to study is invariably greater in large classes. A spirit of emulation is created, and is found wanting when pupils recite singly or from different text-books.

INSTITUTES.

BRANCH COUNTY.

GIRARD TOWNSHIP—W. S. VAN BLARCUM.

Our teachers protest against being taxed to support the institutes, then have them appointed at a time when they cannot possibly attend. They think it should be held sometime during the month of July or August, so as not to interfere with spring or fall schools.

SHERWOOD TOWNSHIP—C. C. LAKE.

Teachers' institutes I consider a great help to our schools, and am glad that provision has been made for their support. I think there would be a more general attendance if the membership fee was abolished, as teachers are many times obliged to spend time and money for board.

CALHOUN COUNTY.

CLARENCE TOWNSHIP—E. D. DICKERSON.

Should we not have provision made for an institute of at least four weeks' duration in every county in the State each year or alternate year, requiring every teacher to attend under penalty of refusing a certificate? Our regulations are not stringent enough in regard to preparation for the work of teaching. Will not the time soon come when the law will require all who teach after a specified time to be a graduate at some institute?

PUBLIC INSTRUCTION.

CASS COUNTY.

MASON TOWNSHIP—T. B. SWARTZ.

In view of our teachers needing institute drilling, I would suggest the propriety of holding township institutes once a month during the winter months of school. These might be held on Saturday. The result would prove beneficial. I heartily endorse the act establishing county institutes. I believe them a great benefit.

PORTER TOWNSHIP—W. M. LEE.

During the last Legislature there was a law passed providing for institutes throughout the different counties. This new feature seems to meet the approval of the large majority of the teachers, and I think it will be a success.

CLINTON COUNTY.

GREENBUSH TOWNSHIP—WM. COOK.

We need the proposed institutes in this part of the State very much. Our young teachers know very little of the improved methods of instruction.

HILLSDALE COUNTY.

ADAMS TOWNSHIP—B. LASELL.

We intend to hold an institute in our township the coming winter, the work to be done mostly by the teachers; some class exercises from each school, hoping by this means to benefit both teachers and pupils.

AMBOY TOWNSHIP—J. D. EDINGER.

There are many different opinions in regard to the institute law, some claiming that the fee should be equal, not regarding sex, while others, with myself, think it should vary with regard to the grade of certificate received; but as it is there is certainly great benefit derived by attending the institutes.

INGHAM COUNTY.

INGHAM TOWNSHIP—JOHN M. SHANK.

At the examination of teachers I was requested by an adopted resolution of the teachers of Ingham township there assembled to tender their disapproval of the law compelling them to pay a tax for the support of county conventions. I myself am of the opinion that it is unjust to tax labor for the support of that which is a common benefit to the whole country. It is true that the teacher may receive that which will enable him to receive higher position or better pay, but supposing position is considered, the public receive the benefit. I believe if the money should be raised it should be raised in some other way than this.

IONIA COUNTY

BOSTON TOWNSHIP—S. E. BUSSE.

The teachers' institute fund meets the approval of teachers generally. The fee has always been paid willingly. An institute in Ionia county would be well sustained.

ISABELLA COUNTY.

COE TOWNSHIP—W. T. ROSS.

Of the nineteen teachers in our township only six attended the institutes this fall. I regard these institutes as a great benefit, and nothing but sickness a good excuse for being absent. I think they will be better attended another fall.

JACKSON COUNTY.

BLACKMAN TOWNSHIP—C. WOOD.

The law that was enacted in regard to collecting a fee from teachers for certificates, to be used as a county institute fund, seems to meet with general approval in this town.

CONCORD TOWNSHIP—REV. C. P. QUICK.

The new law in regard to the institute fund does not meet with special favor. One reason, among others, is that a large number of our teachers are ladies who do not feel that they can avail themselves of the advantages of an institute if one were held, as the expense of board and traveling is more than their wages will allow, and therefore the fifty cents brings no return personally. So far, however, it has been paid with no serious murmurings.

PULASKI TOWNSHIP—F. M. HARLOW.

I think the county institutes will be very beneficial to the district schools, and have only to suggest that attendance by superintendents and teachers be made obligatory.

KALKASKA COUNTY.

BOARDMAN TOWNSHIP—W. W. HURD.

The teachers' institute held at Kalkaska has resulted in good. It has produced an acquaintance and fraternal feeling among the teachers; it has encouraged the wavering by removing their groundless fears; it has made the teachers feel the necessity and possibility of improvement, and has increased their zeal and desire to become better teachers in addition to the instruction and valuable suggestions they received.

KENT COUNTY.

GRAND RAPIDS TOWNSHIP—DR. S. SMITH.

All the teachers, so far as I know, enter heartily into the idea and support of teachers' institutes, and express a desire to have not only county but township institutes. In my opinion the law for county institutes should have compelled the township superintendents to attend these institutes, they could then confer and counsel with leading educators. Could there be township institutes organized and district boards as well as teachers be required to attend them, it would conduce greatly to a general system of uniformity and correctness in conducting schools and their interests.

PUBLIC INSTRUCTION.

LAKE COUNTY.

YATES TOWNSHIP—G. O. SWITZER.

Our teachers are not as well qualified as they should be. A teachers' institute held in this county, I think, would be a great benefit to them and our schools generally. I am of the opinion that we could organize a teachers' class sufficiently large to entitle us to an institute.

LENAWEE COUNTY.

ADRIAN TOWNSHIP—J. E. BAKER.

The county institutes were once regarded here with a great deal of interest. It is questionable now if they can be revived under the present system. One was held by the township superintendent a year or so ago, but owing to lack of coöperation it proved a very lean affair.

RIGA TOWNSHIP—T. G. CHANDLER.

If a good teachers' institute could be held from two to four times a year in our county much good would result to our common schools.

ROME TOWNSHIP—W. ROGERS.

Institutes are a want very much felt in this county, and would be of great help in raising and keeping up the standard of excellence in teaching.

LIVINGSTON COUNTY.

HAMBURG TOWNSHIP—J. WHITBECK.

I regard teachers' institutes as a great auxiliary in giving teachers a broader field of thought and a more impressive view of their exalted profession. I find it difficult to furnish the schools of my township with teachers truly qualified; and if teachers do not cheerfully submit to the tax of fifty cents and one dollar, I hope the State will employ all judicious means to give us teachers into whose souls has been breathed the breath of life.

MECOSTA COUNTY.

GREEN TOWNSHIP—W. D. HOPKINSON.

We have held a series of township institutes, which have been of much benefit to those engaged in teaching. Mecosta county has about \$35.00 on hand belonging to the institute fund, and I am in hopes we may secure the benefit of one this spring.

ST. CLAIR COUNTY.

RILEY TOWNSHIP—D. H. COLE.

Providing for holding annual teachers' institutes in the several counties is a move in the right direction, but is not of itself sufficient, so many of the persons who most need this instruction fail to avail themselves of the advantages offered, and but a moiety of the good is accomplished which is sought. Teachers should be required to attend these institutes under a forfeiture of the privilege of teaching in the county for the term following unless their absence was unavoidable.

MONTCALM COUNTY.

MONTCALM TOWNSHIP—H. S. SHARP.

There is much interest manifested by our teachers in the institute bill passed by the last session of Legislature, and a general expectation of great benefits to be derived therefrom.

NEWAYGO COUNTY.

EVERETT TOWNSHIP—GEO. E. TAYLOR.

The new law relating to teachers' institutes came into my hands too late to receive any benefit from it as yet. I sincerely hope that it may awaken a new impulse in the minds of teachers to go forward and perfect themselves more thoroughly in the good work in which they are engaged until the people of the Peninsular State can feel doubly proud of her common school system which shall bear fruit as an ample recompense for the efforts and labors of its friends of this commonwealth.

OSCEOLA COUNTY.

OSCEOLA TOWNSHIP—EDWIN T. LUMBER.

I am thoroughly convinced of the great benefits of these annual meetings, to say nothing of the helps to teachers they give. They do a great good by way of interesting the public in our common schools.

OTTAWA COUNTY.

JAMESTOWN TOWNSHIP—S. M. SAGE.

I did not receive notice in time to collect fees this spring from teachers, but will do so the coming terms and hope we may have a teacher's institute the coming winter, and shall try to impress the importance of all the teachers under my care attending.

SAGINAW COUNTY.

CHESANING TOWNSHIP—W. O. MASON.

A better plan should be devised for notifying teachers of county institutes. The conductor for each county should have a list of the qualified teachers in his county, and should send a notice of the institute to each teacher, at least four weeks previous to the time of holding the same. Superintendents neglect to notify their teachers; I know this to be true in this county. One superintendent did not get the notices until the institute had closed. Some of them don't get their mail but once a month. It takes as long to get an answer to a letter from them as to get election returns from back counties in Florida.

ST. CLAIR COUNTY.

FORT GRATIOT TOWNSHIP—G. W. HOWE.

The institutes already inaugurated should be encouraged in every way possible, and hope the sessions will be of two weeks' duration. To encourage the attendance a place should be selected if possible where free entertainment will be furnished. In principle this is wrong. Teachers ought to get wages sufficient to place them above charity, but while so poorly paid we must place them on the dead-head list when we can.

PUBLIC INSTRUCTION.

ST. JOSEPH COUNTY.

BURR OAK TOWNSHIP—REV. H. FLEMING.

I approve the action of the last Legislature in making provisions for teachers' institutes, and hope those whom it was designed to aid will be sufficiently interested in the maintainance of these institutes to attend them and secure the benefit of drill exercises which teachers so much need.

FLORENCE TOWNSHIP—GEO. E. ROYS.

The teachers of this township readily pay their fee for the support of the institute, and we believe it will impart new life to that institution and that many existing evils of our district schools will be corrected through its agency without the aid of further legislation.

LIBRARIES.

ALLEGAN COUNTY.

WAYLAND TOWNSHIP—S. S. FOX.

Our district libraries are in a bad condition. The library fund, it appears, is used for other purposes than that for which it was designed, and that in most instances illegally. Only one volume has been added within two years. I will call the attention of district boards to the necessity of properly using said funds as was the design of our legislators.

BAY COUNTY.

BANGOR TOWNSHIP—W. E. MAGILL.

We have no district library in No. 1 district. I do not know the reason of this, as there is a very large amount of money collected by fines in this county. The school officers must be deficient in their duty in this matter, as it rests with the districts here and not with the board of inspectors. No. 2 has a good library of well selected books. In No. 3 there is no district library. It is difficult to tell what becomes of the library fund in this city, and the same thing was true under the township organization, before the city was incorporated. In this district Mr. L. L. Hotchkiss built and furnished a house in the south part of the district at his own expense and offered the same to the district free of charge, he to supply the necessary fuel, but they foolishly rejected the offer from motives of economy.

MONITOR TOWNSHIP—J. DELL.

There seems to be a general misunderstanding in this township in regard to the library money. Some directors persist in reporting under one head or another incorrectly.

BRANCH COUNTY.

SHERWOOD TOWNSHIP—C. C. LAKE.

District libraries are greatly neglected in some districts by the neglect or refusal of officers to apply moneys received from fines to the purchase of books as the law directs.

CASS COUNTY.

JEFFERSON TOWNSHIP—H. R. SCHUTT.

There is a pronounced sentiment against the necessity of a library fund, the argument being that in this age of book making and book agents, any desired volume can readily be obtained, while the masses can scarcely find time to read the floods of newspapers, which deal with the more interesting affairs of the present. It might better be applied to the running expenses of the schools.

SILVER CREEK TOWNSHIP—W. BENNER.

Our libraries are not in a very prosperous condition, owing to the negligence of the school officers. The former have in several instances secured a good selection of books, while the latter by carelessness are allowing what they have or ought to have in their possession to be destroyed as fast as possible. In several instances the library fund is used as common fund, and other districts would do so if they thought it safe.

GENESEE COUNTY.

CLAYTON TOWNSHIP—J. PASSMORE.

In the matter of district libraries, I have nothing to report, as there are none worthy the name of library, though our township library was divided among the districts several years ago, but the books are like the interest of school officers and patrons generally: there are none to be found.

KALAMAZOO COUNTY.

CLIMAX TOWNSHIP—F. STODDARD.

The district libraries are in a bad condition, and some of them are lost. School districts in this township will not take the pains to preserve or increase their libraries.

LENAWEE COUNTY.

FAIRFIELD TOWNSHIP—E. MORSE.

Our library fund is generally laid out for books, but our township library is in a ruinous state. Heretofore books have been purchased, and lent without any record being taken, consequently never returned. I am making an effort to get them again on file.

FRANKLIN TOWNSHIP—WM. E. WISNER.

One thing needs to be improved, that is our public library system. In this township we have district libraries, or remnants of them. In no case have I found a good library or any disposition manifested to have one. No money is appropriated for this purpose, and what little is drawn from the library fund is used for other purposes. In my own district a vote was taken to use some fifteen dollars of this fund for repairing the fence, etc., several making the statement that a library is of no use.

MONROE COUNTY.

MILAN TOWNSHIP—A. E. DENSMORE.

The libraries of the township are in bad disorder. I think there is not a district in the township which has not had library money on hand for the past five years, which should have been used in purchasing books.

PUBLIC INSTRUCTION.

NEWAYGO COUNTY.

NORWICH TOWNSHIP—A. J. BENNETT.

We have neither a township nor district library, and the money is used or held in the treasury by the voice of a small majority in the town, against the earnest remonstrance of the rest.

OAKLAND COUNTY.

HIGHLAND TOWNSHIP—C. SMITH.

We have as yet no township library, but it is my purpose to urge the importance of this subject upon the attention of the board, and I trust we shall be able to secure an appropriation for this purpose.

SAGINAW COUNTY.

CHESANING TOWNSHIP—W. O. MASON.

In this township the library fund is divided among the districts, and it has in nearly every district been used for general school purposes and no account is kept of it. I have urged the directors to refund the money, but as my powers are only advisory, I have not much hope of their taking my advice.

TUSCOLA COUNTY.

GILFORD TOWNSHIP—L. H. WHITMORE.

I would urge upon the educational department to use its influence with the Legislature to have them take up and establish the library system of the State. I suppose the villages and cities have libraries, but the whole thing in the country is utterly run down. It is in this township, and not a thing has been done for eighteen years. Library money, in express violation of the law, is unscrupulously used for other purposes. How long does the Legislature mean to sit and look on and do nothing? I would have them quit this indecision and double mindedness and decide on some one plan and sustain it. Give us, then, the township system or district system or some other system, only let it be one system. Then we will have libraries. I would incline to the district plan. The township scheme is the strongest, but it seems to be cumbrous and impracticable.

JUNIATA TOWNSHIP—J. K. GIBSON.

We have no township library, although I understand that more than \$200 has accumulated in the treasury for that purpose. Can there not be some legislation compelling the people to use the money as it was designed?

VAN BUREN COUNTY.

ALMENA TOWNSHIP—C. O. NASH.

Our libraries in this town are of but little use. Books are scattered, no one knows where. Though one district reported eighty volumes, the others pay little attention to books or their whereabouts.

WASHTENAW COUNTY.

SYLVAN TOWNSHIP—J. CLARK.

Some years ago there was a town library which was distributed among the districts, but there is little left of them now. There has been nothing appropriated for this purpose within my recollection. I think that something should be done to establish new district libraries and to keep them in order.

TRANSACTIONS
OF THE
M I C H I G A N
STATE TEACHERS' ASSOCIATION
AT THE
SESSION HELD AT EAST SAGINAW,
DECEMBER 26, 27, AND 28, 1877.

TRANSACTIONS.

Wednesday Evening, December 26th, 1877.

The association met at the Congregational Church, and was called to order by the President, Prof. C. F. R. Bellows of the State Normal School. The meeting opened with an organ solo by Prof. H. B. Roney. Prayer was offered by Rev. Mr. Nelson. Mayor Thompson, of East Saginaw, welcomed the association to the city in an address to which the President responded. A chorus, "Bright Crimson Morning," was sung by the choir, led by Prof. Roney.

The association then listened to an address by Mr. W. S. George of Lansing, upon

AN OUTSIDE VIEW OF THE SCHOOLS.

Mr. President, Ladies and Gentlemen:

I am requested to give you an "outside view of the schools." It is all I can give you, for, during the fifteen years of my residence in this State, only two hours have been spent inside of a school-house while the work of education was going on. This, not from any indifference to the schools, but from inability to spare the time from a most absorbing profession.

I shall speak of the fruits of the public-school system which have come within my own observation. It is a narrow view to take, but narrowness is sometimes advantageous. The narrower the edge of your scythe or your razor the better it cuts. I think cutting needs to be done upon some parts of our school system.

Two classes of objectors are now finding fault with the schools.

ROMANIST OPPONENTS.

1st. The Roman Catholics, through their pope and bishops, condemn the schools as "irreligious, godless, immoral, the nurseries of vice," etc. But are the schools irreligious in any other sense than a bank, a factory, a farm, or a steamboat, is irreligious? These all deal directly with material things, and the schools give instruction in material things. Unless it is irreligious to be useful in this life, it cannot be irreligious to prepare children for usefulness, — which is, or should be, the end and aim of the public schools. Are they "godless" because they do not teach certain human notions of God? So long as men disagree widely in their views of God, while they are all required to pay school-taxes, it is necessary, for reasons of justice and peace, that no conflicting religious theories should be inculcated into the children.

As to the public schools being "immoral, the nurseries of vice," etc., there

is indeed not all the purity which could be desired in any large assembly of youth anywhere. Every flock will have its black sheep. But let us see if the alternative of priests' schools is to be preferred to our public schools. Four years ago the worst scandal ever known in a Michigan school, which had been going on for nine months, came to light in the village of Warren, Macomb county, only ten miles from Detroit, in a school controlled by a priest and under the "vigilant eye" of a bishop. Are not priests' schools more secret and less responsible to the parents and the public than our common schools, and do not the impure vices cluster around secrecy?

The public schools, it seems to me, are not justly censurable as "godless" or "immoral." Because they teach only natural truths, like the multiplication table and the solar system, it does not follow that they combat religious truths. But they ought to be divested of everything to which the taxpayers of any religion can reasonably object. Both the spirit and letter of our federal and state constitutions provide for the perfect religious freedom and equality of all our people; hence, to indoctrinate the children, at the cost of the parents, with religious creeds, or drill them in religious forms which those parents reject, is an exasperating tyranny that should be forbidden.

FRIENDLY AND TOLERANT.

The crowning glory of the public schools is that they mix and fuse together the children of all nationalities, all social conditions, all political bias, all religious faith, and make them friendly and tolerant in early life, so that they can grow up peacefully together, agreeing to disagree, if they must, but keeping their little hands from tearing each other's eyes, and their little tongues from slander and abuse.

Church schools of any kind, wherein the children are fenced off in one fold and guarded from outside association and influences, will surely beget narrow-mindedness and plant the seeds of bigotry. We are bound, on constitutional principles, to tolerate church schools; but are we not equally bound to resist their getting one cent of the public money? Let all those who would put out the lights of modern science and restore the dark ages pay for their own extinguishers.

ORDERLY AND PEACEFUL.

The next highest merit of the schools is that they teach a regard for law and order, and a respect for the right of industry and economy to enjoy what they have accumulated. Wherever there have been the most and the best public schools, there have been the fewest rascals and mobs, unless some outside barbarians crowded in to practice the bad things they learned elsewhere. You can most quickly raise a band of railroad strikers or a shot-gun and rifle-club to raid upon political opponents, in those regions where public schools are fewest, or among those people who have received the least training in them.

THE BUSINESS VIRTUES

of punctuality and obedience to proper authority are enforced in the public schools by penalties graduated to each offense, and these penalties attend every transgression,—a most salutary rule, following that divine law by which the lazy man, the careless man, the reckless man, fall into disappointment and disgrace in the great struggle of life. Your tardy mark and your reprimand impress on the pupils, at a tender age, when likely to be remembered, the

inestimable value of being on time, and of doing as they are bid or as they agree. These are indeed the two great commandments of this world's religion.

TAXPAYERS' CRITICISM.

2d. The other class of objectors (and you may rank me among them on some points) are those taxpayers who believe that our school-houses cost too much money, our system is too elaborate, our course of study is top-heavy, our school debts and taxes are very burdensome, and that the fruits of all this are not as nutritious and plentiful as we have a right to demand. For several years it has been the boast of Michigan that she could show a larger number of elegant school-houses than any other section of the country, and I believe it to be true. Certainly the annual school-tax in our cities and villages is one of the heaviest items, sometimes equaling 30 and even 50 per cent of the whole annual levy. We have a right to demand, from so large an expenditure and from so much boasting, the highest attainable results. But I propose to show that we do not get them. I speak with no feeling of enmity, but with a heart full of gratitude for the blessings which the common-school system has conferred upon myself and millions of others.

EXAMINATION PAPERS EXAMINED.

By permission of your State Superintendent of Public Instruction, I have hurriedly looked over forty-nine examination papers of candidates for admission this year to the State Normal school.* They may be considered a basket of fair average fruit from our orchard of school-houses.

Their penmanship is generally legible. Two of these papers were so nearly correct that they might have been printed as written, capitalized, and punctuated; seventeen of them were passable,—that is to say, they could be printed, with aid from an intelligent compositor and proof-reader; the other thirty were so erroneous in capital letters, punctuation, and spelling as to require many alterations; and about twenty of them were *wretched*. I use the word advisedly, having spent I know not how many months of my life in patching up, fixing over, and making readable the productions of men and women who enjoyed all the advantages of our elegant school-houses, and some of whom tacked college degrees to their names.

LEARNED BLUNDERERS.

In the first summer of my residence at Lansing, the Republican printed a series of controversial letters between two clergymen on the subject of endless punishment; and I sincerely hope that my sins in this world will not bring upon me worse punishment than to swelter in the hot afternoons over such manuscript as those gentlemen furnished, but which no compositor could put correctly in type as it came to hand. It was after an experience of this kind that Joseph T. Buckingham, one of the most correct printers and vigorous critics in New England, said, in the Boston Courier, that "many a man who proudly writes 'D. D.' and 'LL. D.' after his name, and looks disdainfully at the smutty-fingered printers, ought to thank them from the bottom of his heart that he does not have to write A S S after his name, in consequence of mistakes

* I learned, after this was written, that the papers on "sense-perception," here criticised, were term essays by pupils in the Normal School, and not examination papers from candidates for admission to the school. A mistake had been made in forwarding the papers to the office of the State Superintendent. I prefer, however, to let the remarks stand as uttered. It is further stated to me that these term papers probably exhibit the best results from our district schools, outside the villages and cities.

in preparing, or pretending to prepare, articles for the press, which were corrected for him by these humble workmen."

In regard to the applicants at the Normal School, I noticed one excuse, written with a pencil on the examination paper of a young lady. She complained that she had to recite from 7:45 A. M. until 4:30 P. M., with no time to consult the library or to properly arrange her thoughts for composition. You must bear this in mind while listening to what follows.

I found, among the many instances of

INCORRECT SPELLING:

cirimonies	orginezation	specific
defination	opereation	sences
diffinate	sensibillities (2)	transmited
intence		

Some of the writers have a spite against Pantheism, which shows itself in spelling this word "Panthæism," "Panthaism," "Panethism." It may be a dreadful heresy, but such erroneous spelling is a more dreadful nuisance, to printers.

ILL-CHOSEN LANGUAGE.

Another of these writers repeatedly used the word "principle" for "principal."

Another spoke of "respectfully embracing" two different objects. It is well to be respectful in embraces, but he meant "respectively."

Another writer used the word "sublimeness," which is not as good as "sublimity."

Another used "percept" for "perceive."

Another used "externality" instead of "outside." Although I am taking "an outside view of the schools," there is much "internality" that needs to be shown. The last writer mentions that "much confusion is made in writing upon a subject by the use of words." What could he do in clearing up a subject without the use of words?

Another writer says that "the subject matter exhibits themselves in a number of different sources."

Another writer says that "certain things largely disagree." This would depend upon the size of the things. Probably he meant widely disagree.

Another says of the agreeable odor of an orange, "we feel it." He means smell it. Odors are not felt, or else Chicago would be forsaken.

Another writer makes this statement: "If any one loses one of the senses, the others come to the aid and enoble one to cognize objects."

Another writer, in speaking of a tree, says, "the color of its leaves are green." How can one color be plural?

Another writer says, "Perception is the first faculty of the mind which gives to her ideas." What becomes of the "lords of creation," if the mind is strictly feminine?

Another writer says, "I perceive that different objects have form and color, and I also perceive that its existence is exempt from mine." He is probably exempt from the normal school, for I take it that correctness in grammar is a requisite for admission, however it may be with spelling.

The foregoing examination papers were upon "sense-perception."

The ones which I shall now mention were upon geography. One applicant

spells torrid with a single r, but another makes it up by spelling frigid with two g's.

One applicant spells temperate without a p; and then, not liking the looks of the word, spells it with a p but without the final e.

GEOGRAPHICAL CONFUSION.

Another gets confused on proper names in the old world, as follows:

Sibria, Thibbet, Saharah, Algears.

Another applicant spells Virginia with two n's, and bounds it on the west by "Masouri," on the south by "Georgie." Another bounds it on the west by Tennessee. Another bounds it on the north by Ohio and New York, and on the west by Indiana. Another bounds it on the east by Georgia: The true boundaries are: north by Kentucky, West Virginia, and Maryland; east by Chesapeake bay and the Atlantic ocean; south by North Carolina and Tennessee; west by Kentucky. Not one of these aspiring geographers is correct. They had all better take their maps and sing "Old Virginny never tire" until they can do better, and then come home to Michigan and see if they can't improve on what some of them have said about the location of places on different railroads. One locates Monroe on the Detroit & Milwaukee, another locates Plymouth and another "Kallapsoo" on the same road, and another locates Olivet, Battle Creek, and Niles, on the Michigan Southern.

Such general ignorance of geography is lamentable; and it comes, I think, from

BEGINNING WRONG.

Geography should be taught to a child, first, in regard to the rooms and house where it lives, then the lot and block, then the street, ward, city, or township, county and State. This starts from the center and goes outward, which is the natural order, for every person needs to know earliest and most the geography of places nearest at hand. Yet I have known high-school pupils, in their last year's course, who could not tell in which ward of a city the \$60,000 school-house towered up wherein they were about to "finish their education," nor the names of the four nearest townships! Is not this because our teaching is done solely from the text-books, and the text-books begin with the solar system, then mention the earth, then distant countries, and finally our own, last of all the place where we live, and *that* is not mentioned unless it be a city of some importance? I am glad that in this enterprising and "live" city of East Saginaw, through the educational wisdom of your late superintendent of schools, now worthily filling a higher position at the State capital, the common-sense method has been adopted in teaching geography.

AN ILLUSTRATIVE STORY

is told by the late lamented Horace Mann, that when some children were being examined in geography in a school at the east, they answered every question exactly, saying that the earth is a globe or ball, its surface is partly land and partly water, there are four continents on it, etc. - A visitor inquired if any of the children had ever seen this globe or ball, and not one responded. They were putting their feet and playing their pranks every day on something of which the text-books gave them no idea!

It is narrow, of course, to dwell so much on incorrect spelling, as now permitted in the schools; but from my standpoint, as a printer, it is

THE MOST IMPORTANT

of all branches of education. No farmer could employ a hand who did not know the difference between potato-vines and peach trees. No carpenter could employ a hand who did not know the difference between hemlock bark and black-walnut boards. No banker could employ a clerk who blundered in his footings and in the multiplication table. Correct spelling is equally at the foundation of correct printing. There is no teacher present but would ridicule a dry-goods store where the names of the several articles were placarded as incorrectly as I have seen them in advertisements handed to the printer. For instance:

allpacky

ribbund

calicow

woolling

Such wild spelling is not, however, peculiar to dry-goods dealers. When I was a boy, learning to set type, an advertisement of Russia iron was given me, and the word being spelled "Rushshy," I innocently took it to the tradesman, only two doors away, and he changed the spelling to "Rushee," and remarked that "a man must be a fool who could not spell a word in more than one way."

Stepping aside a few moments from personal experience, and bringing up

HEARSAY TESTIMONY:

I was told by an examiner of the candidates for nomination to a cadetship at West Point, this year, that out of 17 written examination papers, only one was perfect, and a large majority of them were deficient in spelling, while the dense ignorance of geography and history was lamentable. This occurred in the 5th congressional district of Michigan, and my informant, as you may suppose, is now an ardent friend of common-school improvement.

President Abbot of the Agricultural College informed me that the mistakes in spelling among candidates for admission are now so numerous that the faculty had ceased to make good spelling a requisite for admission. They receive students who are poor spellers, with admonitions to improve in this branch.

At the Battle Creek Second Advent college, as I am told by Prof. Brownberger, the principal, the defects in the spelling of candidates for admission are more serious than in anything else. He also told me of a University graduate, who, when seeking a public position, in his examination paper on grammar, spelled "proper" with three p's for six successive times, and spelled it in no other way. These strange facts may account for much of the bad spelling of to-day.

I am continually surprised at the inferiority of the spelling of the younger class of people as compared with that of some grayheads who learned to spell in little, one-story, log or frame school-houses, but who took doses of spelling-book several times a day for several years, until cured of their mistakes.

Having occasion recently to take

AN APPRENTICE AT PRINTING,

I required applications to be made in the handwriting of the boys seeking such situation. Among nine letters received not one was perfect, although some of these boys had spent nearly ten years in the public schools. And, as a rule, the more magnificent the school-house where they attended, the poorer the spelling. One boy, with the word "committee" written plainly and correctly before him, set up the type "commity," and again "committy," and when questioned about it, he thought the word might be spelled "committie."

Another boy spelled "establishment" without an h, and "interest" with only one e.

Another boy spelled as follows: "somepthing" and "referance." Another boy spelled "reference" with a double f, and was anxious "too" be examined.

Another boy declared himself to be "sleady," making his t like an l and not crossing it. He might do for coasting in winter, but not for printing at any time of year.

Another boy, if "possible," would like the situation.

One signed himself "Yours respectively." He meant "respectfully," but his bad spelling and misused word could not be called respectful in a printing-office.

There seemed to be a looseness in regard to abbreviations, for one boy signed himself "yours respt;" and another "yours respt;" but this is paralleled by a former teacher of a high school, who wrote of the "L" association, where it might have meant library, literary, leap-year, or Lutheran. A college professor lately wrote "secty," and even an ex-superintendent of public instruction wrote of the "pres. house," meaning the president's, and of "attendance." Among

AMBITIOUS CORRESPONDENTS,

I have found one who insisted on abbreviating the days of the week as "Mon.," "Wedn.," "Frid.," etc.; and, his penmanship being very illegible, it is often a serious perplexity to settle the day which he meant. He spelled another word "eminating," which did not emanate from any correct authority. He also desired to have a word "strickened" out.

Another correspondent groaned over the money which "anully" went down stream in the loss of bridges.

Another correspondent spells columns without an n, and careful with two l's, and uses the word "dication," which would not be a decoration in print.

Another correspondent spells the name of a county-seat in this State, "Carona."

Among the fault-finding correspondents is one who wishes to have his "figuers" "verefide," and he proposes to "carrey" on a certain enterprise in "sevvral" ways, "followin" a certain system in regard to "suppleys." This writer has been for four years a member of the board of education in a leading city of the State which has a magnificent school-house.

From among

BUSINESS LETTERS

I have received, cases of absurd spelling could be gleaned to keep you here until daylight to-morrow morning. The word disappoint is often spelled with one p, and any who may be familiar with printing will know what a disappointment that would prove if the letter were omitted in a thin-spaced line. It would be equal to packing four persons into a seat prepared for three,—they *must* get in. The word scholarship has been spelled, in letters received within the past month, "scollarship," "schollarship," "scholarshipp." One writer closes his introduction with the phrase "as fols." Another closes an acknowledgment of money with "except thanks." We can except them so long as it was a just debt.

I cannot pass the

VARIOUS COLLEGES

in the State without some further mention, and the following are instances of spelling from men who teach in those institutions:

concent
dorminatory

neaded
eves for eaves;

transome

and for the French word meaning pear, "beur," "bear," "beaur," the correct spelling, I believe, being "beurre." As I do not understand French, this would have escaped notice but for the variations.

Another teacher spells as follows: "modle," "remidies;" and another uses a crooked, indescribable little mark for *and*, and periods for commas. Now the tail of a comma is one of the least things in the world; but when it is lost, there sometimes happens an extraordinary change in the meaning of the sentence. And in the notation of dollars and cents, or of decimal fractions, the difference might be enough to ruin a rich man, if he had to stand it.

One of these teachers says that "the type, paper, printing, and general style of the volume is uniform with the preceding." Another writes a communication in defense of the school system, and sharply criticises the Republican, but spells one of his most sarcastic words "insiduons," which causes him to blush when it is pointed out. This writer omits the dots from many of his i's, which is troublesome to the eyes of the compositors. Indeed, if the expense now saddled on the printers of the country in making bad manuscript read well could be saved, I believe the first cost of books and periodicals might be reduced five or six per cent.

The funniest errors I have seen were in a list of presents at a certain silver wedding, as drawn up by a college graduate. He spelled two articles as follows: "spunc," "sault-seller."

This allusion to bad spelling would be incomplete without a few references to

MEN IN PUBLIC LIFE.

And here I will say that the present Governor and the three preceding Governors of the State, who I understand were all taught in the old-fashioned, one-story school-houses, and dosed early and late with spelling-book, spell their words correctly. However it may be with college professors, correct spelling in our Governors should be a "plank" in all political platforms.

A deputy sheriff in an adjoining county writes that "he have dun" the business as well as he could. He had advertised "soil at oction." He did not mean that he had offered real estate, but other property, for sale at auction. He requests his correspondent to "right" him, but it would be a heavy undertaking in some of our schools. He may do for a sheriff, provided other officers make out his papers correctly.

A gentleman of vigorous natural powers, who long held a position on one of the State boards, furnished the following instances of spelling:

benefitt
intrest
coertion

thievs
deffer

morrall
beleaving

Another gentleman, quite prominent as a State Senator, and able in any

department to which he applies himself, furnishes the following samples: He spells committee with only one e ten times; also,

intiligent
diferent

insaciate
recuring

influencial
manority

and he uses the word "corporosity," which is slang.

Another gentleman whose oratory in the temperance reform is not surpassed for point and effectiveness, spells as follows:

groath
speech

sunny
parellal

sluffed off

THE CLERGY

must not be omitted from my complimentary notices, for they, like editors, are entitled to "complimentaries." Having but recently commenced to save these samples, the list will be short. One spells erection with two r's; another off-sets it by spelling dropped with one p. Another spells laudable without any u, and another writes of a social reception that "all who were fortunate enough to be a visitor enjoyed themselves."

My illustrations of bad spelling shall close with some poetry. The red-ribbon reform has caused many effusions of prose and verse, but nothing perhaps superior to a poem sent me, entitled "One glass more." In eight lines there are twelve errors in spelling:

"Stay, mortal, stay! nor heedless thus
They shure destruction seal;
Within that cup their lirks a curse,
Which all who drink shall feel.

"Stay, mortal, stay! repent, return,
Reflect upon they fate:
The poisonus draugh for every spun—
Spun, spun it, ear too late."

BETTER ELEMENTARY EDUCATION.

You have asked me to give "an outside view of the schools." If I have found fault freely it is because I love education dearly, and would have it of the best quality in the earliest grades. Others can suggest methods; but the principle, it seems to me, should invariably be to make good spellers, easy and correct readers, plain writers, exact arithmeticians, careful geographers, and accurate historians, at least in regard to our own country.

I must add, here, a recommendation of the study of the elements of

GEOMETRY IN PRIMARY SCHOOLS.

It is hardly of less value than arithmetic. Not a stick of wood is sawed, not a pie cut by the housewife, not a dress fitted to enhance the fascination of beauty, nor a brick laid, nor a roof raised, nor a bridge built, without the use of geometry. It is beautiful and practical at every step. A single illustration will suffice. It is from one of Joseph Cook's lectures:

When Napoleon was about to cross a great river, he rode in advance of his army, and when he had come to the banks of a stream, the breadth of which was not known, he turned to his engineer and said: "Give me the breadth of this stream."—"I cannot, sire," replied the engineer; "my instruments are with the army, ten miles in the rear, and I have nothing to measure with."—"Give me the breadth of this stream," insisted Napoleon. "But, sire, I have no instruments with me; it is impossible."—

"This instant give me the breadth of the stream, or you will be deposed." The man put his military cap on, and drew down the frontpiece until the edge of it just touched the other bank. He kept the erect attitude, turned on his heel, and noticed where that cap-piece appeared to touch on this bank. Then he paced the distance, turned to the emperor, and said: "There is the breadth of the stream approximately." And he was promoted. Now, after his instruments came up he probably measured the river very accurately, but there was no principle concerned in the scientific measure that was not concerned in the measure with the cap-piece. Place one radius in the river, and if you turn it around it is just as long here as it is there. That is just the principle of what we call the theodolite.

I am very sorry that no chance was ever afforded me to pursue geometry in a thorough manner, for it cultivates the habit of close observation which is so often lacking in the students of books.

MISUSE OF TEXT-BOOKS.

Text-books should be relied on only for suggestions. You do not rely on your harness to make your horses draw. It must be muscle, properly trained, and they must be well fed and reasonably used, to get the benefit of their strength. Our text-books, it seems to me, are used too much as harnesses or even fetters on the budding mind, and they break it down with senseless overloading.

THE KEYS OF KNOWLEDGE.

True education will make the human mind like a bunch of keys, affording the means to search out whatever it is desirable to know, but dispensing with the loads of learned lumber which some educators try to have their pupils memorize. With the right key, one can unlock whatever is needed, and with the right aim in education and the right training in the elementary branches, it is a conscious pleasure to seek after knowledge, even as it is for a child to jingle a bunch of keys. I am always pained to hear people speak of a "finished" education. It never can be finished, in this world or the next, for constant progress is the prerogative of humanity.

I had intended to criticise the bad handwriting of the present day; but if the examination papers of the Normal School are a fair test, the average handwriting taught to our youth is passable. They should, however, be taught to write

PROPER NAMES

with great care. A gentleman of the University has corresponded with me, and one of his initials is A or B, I cannot tell which, although the two letters are about as different as a harrow and an ox-yoke. Great confusion arises from making the capital letters I and J so that they cannot be told apart. In writing, the J should always be carried below the line and the I left upon the line. But the better rule, where the initial stands alone, is to make it like printed letters, with a curve at the bottom of the J. This little curve, almost as trifling as the tail of a comma, when wrongly appended, with careless penmanship, once sent a letter, intended for Ionia, wandering around after Joanna.

In a marriage notice, which I felt it unsafe to print, the name Ashworth looked like Ash-hearth; and in a birth notice of a daughter to Mr. H. S—, the name looked like Sweet, but it is not certain that all little girls are sweet.

HIGH-SCHOOL HALLUCINATIONS.

If it falls to the lot of any future critic of our schools to give "an outside view" of them fifteen years hence, I hope he will find a different situation from

the present in at least one respect. At a leading high-school in the State, last year, 221 of the pupils studied Latin, and 56 punctuation and capitals; but they will need punctuation and capitals more than 221 times as often as they will Latin, and ignorance of the former will be most deeply mortifying. Sixty pupils studied Greek and 57 reading; but they will need to know how to read English more than sixty hundred times as often as they will need Greek. Two hundred and fifty-eight of them studied algebra, and ninety composition; but they will need to practice composition more than 258 times as often as they will algebra. Sixty-nine of them studied botany, 59 physical geography, 33 zoölogy, and only 29 physiology. Yet, what would it profit them if they should gain the whole world of outside sciences and lose their own bodies by premature death, or bring on themselves the pangs of disease? Nineteen branches at this high-school had more students than the great art of "how not to be sick."

I forbear wearying you by drawing further contrasts from that formidable list of 28 studies pursued in a high-school. But is not the system top-heavy; and is not the practice in those every-day branches to which I have referred, rushed over with railroad speed, for something less valuable, or postponed to a more convenient season, which never arrives?

I hope for an early reconstruction which shall put our school studies in their proper order: First, and chiefest, those which are most used and in which ignorance is most shameful.

EARLY APPLICATION OF SKILL.

Our State capitol is now nearly built. Its outside is of a beautiful stone. Innumerable ages ago that stone was like pudding. Then, if some artistic genius had lived, and the plastic material had been accessible, he could have moulded those elegant capitals with very trifling effort. When this stone was first taken from the quarry, its softness made it easy to work, even with dull tools; yet the artist had to spend vastly more time and skill than if he could have handled it in its pudding state. After exposure for a few years to the air and sun, it hardens, becoming almost like granite; and as the ages roll on, it can scarcely be fractured unless by cannon balls, lightning, or earthquake.

Our primary schools take the human mind very young, receptive, plastic, and impressible; and if lessons are rightly presented and enforced, they will tell with quick and admirable power for good. As the children grow up, their natures become more and more rigid, until the very best teaching can have comparatively slight effect upon them. Is not the badness of some of our school-training owing to neglect or mistakes in the pudding stage, so to speak? Is it not because of

INFERIOR PRIMARY TEACHERS,

with no artistic genius, who are often chosen for favoritism rather than fitness, or for cheapness, by men who will buy \$300 horses to draw their families around, and \$600 pianos to entertain them with music, but calculate to hire school-teachers for their boys and girls at the lowest possible figures, and who look upon one teacher as good as another, although horses and pianos differ immensely?

You see that I have come back to the penuriousness of the taxpayers, whose fault-finding has been partially echoed in my remarks. We outsiders are to blame for a general unwillingness to recognize, encourage, and reward the good teachers, who are not scarce in our schools. I wish that one-half the bur-

den of taxes, now painfully borne for the gingerbread architecture of some school-houses, could be added to the salaries of worthy teachers, or paid in pensions to worn-out ones. This would be just and profitable to all parties concerned.

We outsiders are probably to blame for other defects in our common-school system, and some of the bad spelling and blundering geography which I have criticised may doubtless be laid at our own doors. Are we not sometimes in

TOO GREAT HASTE

to have our children pass muster in the lower grades and go up higher, without knowing that they merit it? Are not teachers and superintendents importuned quite often to mark up the scholarship, so that advancement goes ahead of attainment? We outside critics sometimes forget that the bright scholars are few in any school, the proportion probably not being one in forty of those who can master the whole course of study in the time allotted. But how many parents will ever believe that their petted sons or daughters are sluggards or blockheads? Every crow thinks her own chick the whitest, you know; and wants it to fly as high as any other crow's family. But we must not demand miracles, even of school-teachers at \$300 a year. We must not expect them to take fourth-rate brains and turn out from them first-rate scholars. The Supreme Being himself cannot make a two-years-old colt in a minute, nor convert a basswood stick into a hickory ax-helve.

UNIFORMITY IN PRONUNCIATION.

I have but one thing more to say, and that shall be complimentary to the public schools.

In talking with persons who had their birthplaces and education in States of our Union the most widely apart, like California and Maine, Alabama and Michigan, I have been often struck with the general uniformity of their pronunciation. Though not always correct, the people can all understand one another. However illiterate they may be, the influence of the free schools, like the blessed sunshine, has supplied them with a common medium of intellectual light. This of itself is an enormous gain; and to appreciate it, one should travel in Great Britain, where among the masses a native of one county can scarcely understand the talk of his neighbor in the next county, and yet they all claim to talk good English. Our schools have taught uniformity in pronunciation, and adaptability to change when that is expedient. You may remember that some twenty years ago the border ruffians undertook to bar out from Kansas all new comers who said "k-e-o-w,"—that being the down-east pronunciation of the name of the domestic animal which the southerners pronounce "k-o-u." But the 'cute Yankees soon learned the shibboleth, and said "k-o-u" as though they had never heard it otherwise.

Ladies and gentlemen, I was taught pronunciation in the common schools, and by a noble mother who had been a school-teacher. I was warned against thoughtless or careless habits of speech. With all due reverence for a certain pious old deacon, his errors were pointed out when he prayed for "marcy on all indyvidoal sinners under this 'ere ruff."

It is your privilege, teachers of Michigan, to make the inside working of our school system so grand and perfect that it shall disarm most of its outside opponents.

THURSDAY MORNING SESSION.

After devotional exercises by Pres't Bellows the session opened with a paper by Supt. C. A. Gower, of Saginaw City, on the subject of

LOCAL SUPERVISION OF COUNTRY SCHOOLS.

The public schools of our State have a reputation abroad of which we may justly feel proud. It is, however, a mortifying fact well known to those acquainted with all our schools that this reputation has been earned by our University and a few of our larger graded systems, while the great mass of our schools are a disgrace rather than an honor to our commonwealth.

The founding of a State University as a part of our public school system was a bold step, the wisdom of which has been fully sustained in its wonderful success. As a result of its fearless progressiveness it has not only proved itself a blessing to our sons and daughters, but it has also taught the older institutions of the east to choose better ways, from which their respect for the traditional customs of the fathers had formerly restrained them. Our larger village and city schools have also manifested the same bold disregard of stereotyped methods, and have demonstrated to New England that the free high-school and the carefully graded system, with its paid superintendent, its careful examinations, its general and grade meetings for teachers, and its visitation of schools, is far superior to the old-time academy with its ungraded and unorganized feeders. These results have not been accomplished through compulsory legislation, but through energetic and skillful management. This difference in the results obtained in our larger towns and in the more sparsely settled communities is due to the difference of social conditions.

Our larger towns have contained a sufficient number of educated business and professional men to control public action in educational matters. With an appreciation of systematic thorough training in the schools, but lacking time to devote to that work themselves, they have wisely given the immediate care of the schools into the hands of others in whom they had confidence, and whom they have held responsible for their success. The city superintendents of the State may be said then to have made these schools what they are.

When, however, we turn to the smaller village and country schools and examine their condition, we find it deplorable indeed. Here are 10,000 of the 13,000 teachers of the State, at least one-half of whom are lacking a fair knowledge of the common English branches, few of whom expect to teach for any considerable length of time, a very small per cent of whom have ever had any special training for their work, such as would be required as a preparation for almost any other trade or profession, all of whom are poorly paid.

Here are 5,500 school-houses, many of them uncomfortable, but few supplied with any apparatus, and nearly all of which are constructed without any regard to hygienic laws or architectural comeliness. The work turned off by such teachers from such school-houses is from necessity most unsatisfactory. The instruction in the ordinary branches of study is neither systematic nor thorough, and the culture of the æsthetic and moral natures of the children is almost entirely neglected. These results, too, are easily accounted for. The rural communities not having a sufficient number of cultured men to mold and con-

trol public opinion, and being altogether neglected by the school-men of the cities, have been dependent upon the Legislature for a system. The result is, that instead of having a few examiners competent for the work, they have a thousand, three-fourths of whom are incompetent; that until within a year they have had nothing to correspond with our teachers' meetings, that they still have nothing to take the place of our grade meetings, and very little of supervisory visitation. The Legislature has, moreover, burdened them with 20,000 school officers from the township superintendent down,—about two for each licensed teacher, and nearly four for each school-house in the State.

The picture drawn is indeed a sad one, but not more so than the facts will warrant.

Have we as an association and as individuals any duties in connection with these schools? We answer emphatically, yes.

The State naturally and properly looks to its educators to study problems of country school supervision and recommend needed reforms, as it looks to its physicians to study the sanitary needs of the people, and recommend legislation that will be for their health, and to its lumber and salt manufacturers for advice as to necessary legislation in reference to those products. That the school men of Michigan have been derelict in duty in this particular is seen in the fact that to-day our system of supervising country schools is no better than it was forty years ago. They have contented themselves with looking after their own local work in the graded schools, and have left that portion of our system the most needing care without any.

We did indeed have a better system for a few years, but it was abolished either because it was an ill-digested scheme, or because its merits were not persistently and properly presented to the people.

In other words, each of the systems that have thus far been in vogue in the State has failed either to please the people or to produce good schools. Let us before recommending another system study the failures of the past as well as the actual present needs of the schools. We must first of all discuss in our association the necessary elements of an efficient system of supervision. After we have agreed upon the principles that must underlie such a system then the real work must begin in the way of public agitation. We cannot afford to try any more experiments.

We need supervision for several distinct purposes. 1st, *For the examination of teachers.* This is by far the most important work of our supervisory agencies, and one that should be entrusted to none but experienced educators of thorough scholarship, sound judgment and good common sense. When we consider the necessary qualifications of a teacher, we will agree that this important work of examination should not be given into the hands of those with anything short of ripe culture in all that pertains to education, and free from all local and political prejudices.

A teacher should have a thorough ready knowledge of the studies usually pursued in our common schools, with their underlying principles. To this should be added a natural aptness to teach strengthened by careful training in the best methods of presenting the different subjects to pupils. He should also possess such natural qualities as shall make him successful in the discipline of a school. When we have added to these qualifications a sound moral character that shall make him a safe model for his pupils in all matters of propriety of deportment in school and out, we have the minimum amount of qualifications that should be accepted from any applicant for the responsible

position of teacher. No wonder that Horace Mann said "It is no trivial arbitrament to decide whether a school shall be a blessing or a nuisance, and therefore the question of a teacher's fitness is not to be guessed at but solemnly pondered."

This examination cannot be completed in a few minutes while the township superintendent is resting his team in the plowfield, but it should be a work of deliberation and care, with all possible help from a record of previous work of the applicant in the school-room.

This work of examining can be done best by some authority coëxtensive with the county, and we think that authority should be a county board of three examiners. The most profitable work that was done by our best county superintendents was in the examination of teachers. That plan was weak, however, in placing all the responsibility of deciding such matters upon one man, and in obliging each new incumbent of the office to begin his work in ignorance as to the merits of different teachers, peculiarities of districts, etc.

The decisions of a county board on the contrary would command more respect than those of either one of its individual members, and if chosen for a term of three years only one-third of the Board would be new to the work at any time. Being selected, too, from different parts of the county, as they naturally would be, they could assist each other in determining matters of local importance. The secretary of this board should be its executive officer, and would probably be a prominent teacher of the county.

The second work needed in the proper care of country school interests is the *county institute*. The institute law of '77 makes wise provision for this work, but is weakened by there being no authority of intelligence who understands the local needs and requirements of the schools, and who can thus assist in giving the work the proper direction. The secretary of the county board, constituted as we have suggested, should be a resident conductor to act jointly with the representative of the State Superintendent in the management of the Institute. The present scheme could be readily adjusted to such a plan, and would be greatly strengthened thereby.

The third point we would notice as necessary in a system of supervision is the *township teachers' meeting*. This should be held at least once a month during term time, and attendance upon it should be compulsory. The township superintendent should have charge of this meeting. Early in the term it should meet at some of the best schools in the township and witness the work of the teacher as we do in our grade meetings, and discuss, after school, topics of local interest and such points as are of daily moment to the individual teachers, either in discipline or instruction. In the winter time evening meetings should be held at least once in each township, and the patrons of the schools invited to attend. At these evening meetings some member of the county board should be present, and the general cause of education, the relation of parents to the school, and kindred topics considered. We can easily believe that these would grow to be of such importance in many localities that the people would insist on having a whole day given up to them each month. The State department being associated with the county board in the Institute, and the county board with the local authorities, and the people in the township teachers' meeting, these meetings would furnish a valuable medium of disseminating correct educational principles and of devoting systematic reform in the State.

When we have competent examination of teachers, well conducted county

institutes, and properly managed township teachers' meetings, then the work of *visitation* becomes a matter of secondary importance, not to be neglected indeed, but of such a character that it may be safely intrusted to the care of the township superintendent. The visitation would then be for the purpose of reporting to the county board the size of the school, studies pursued, and its needs; the apparent success of the teacher in discipline and instruction; in what respects the teacher is strong and where weak. These reports should be made twice each term, soon after opening and near its close.

The county board might very properly be chosen by an association of the township superintendents of the county, with which organization they should meet at least twice a year. As a result of these meetings the quality of the township superintendents would be greatly improved.

We have thus briefly stated what appears to us to be the principles upon which a system of local supervision should be founded, and in the order of their relative importance: First, the examination of teachers; second, the county institute; third, township teachers' meeting; fourth, visitation, and incidentally have outlined a plan whereby these principles might be made practically operative. For the plan we ask no consideration. It is simply one way in which we might obtain the supervisory work which is needed. It would, we believe, have many merits neither of the systems thus far in vogue in this State have possessed. It would be stronger in examination than the county superintendency system. It would round out into completeness the county institute. It would give us a county organization of township authorities, and a township teachers' meeting, which we have never had; and we should then have visitation of schools just when it is needed, and of such a character as to be of real, permanent value. These are things that are needed, however they may be obtained. But for the principles which we have propounded as the essentials upon which to found such a plan, we do ask a candid consideration. Before we can ever have a system of supervision that will be satisfactory to us on account of its intrinsic merit, and to the public on account of its successful working, we must first prepare the minds of the people by constant, judicious, untiring discussion of our needs and possibilities. This we must do in season and out of season, through our association, through the county institute, and through every agency that we can call into play.

The necessity and power of thorough, systematic agitation cannot be too fully impressed upon our minds. What an eloquent tribute to this influence Horace Mann gives us in one of his reports where in speaking of an agitation similar to the one we suggest, that had been going on in Massachusetts for several years, he says: "The consequence certainly has been a very marked development of the merits of the subject, and a corresponding opening or expansion of the public mind for their recognition. There are thousands of persons amongst us whose once darkened minds have been so quickened with life and illuminated with wisdom on this subject as to beget an intolerable impatience under old imperfections,—a perception of which has made rest impossible and the pleasures of home uncomfortable until within their respective spheres they had effected a reform." When the necessity of local supervision and an intelligent understanding of the principles upon which it must be based have as profoundly taken possession of the public mind in this State, the adoption of the true scheme, whether it be the one I have outlined or some other one, will mark the accomplishment of one of the greatest educational reforms of our day.

Discussion on the foregoing paper was opened by Superintendent A. J. Dan-

iels of Grand Rapids: He was glad that the subject in which were involved the interests of two-thirds of the children of the State had at last secured the attention of the association. During the twelve years since he first became a member of the association this subject had not been up for discussion. The State University, the Normal School, the high and graded schools, and their relations to each other, had been constantly before us, but scarcely a word had been said in the interests of the lower schools.

He deprecated the lack of interest on the part of those who should be interested. "We all work," said he, "within too narrow a circle; our field should be the State rather than our own immediate locality. If this association represents the best thought on educational topics, it is the body from which should emanate the best plans for organizing and maintaining the country schools."

He thought the opposition recently manifested against the higher schools at State expense was due in great measure to the want of interest on the part of these schools in general education, and unless the country people were made to see that they were really deriving benefit from the higher schools the opposition would continue to increase.

In seeking for the best supervision for the country schools we should endeavor to learn what means have been employed to bring the city schools to their present efficient condition, and whether these same means can be applied here.

Frequent visitation of schools by the superintendent, monthly meetings of teachers in which matters pertaining to government and instruction are discussed, competitive examinations of schools doing similar work, and comparison of papers, he had found most efficient means of securing good results.

The township system with some modifications seemed best fitted for the adoption of these means. He would have county meetings of the township superintendents at least twice each year and sufficient compensation allowed to secure their attendance upon the same; would have regular township institutes and make the attendance of the teachers at such institutes obligatory; suggested that teachers be paid at these institutes, which would be one inducement to bring them together. Such meetings would enable the teachers to compare their work and secure greater uniformity of methods, they would furnish opportunities for the patrons to learn of the results of the school work, and thus be a means of educating the people.

Prof. Putnam followed with an explanation of what had been done by the association in its earlier years for general education, and especially while Dr. Gregory was Superintendent of Public Instruction. During those years the subject was agitated at every meeting of the association, and the result was the adoption of the county superintendency system. He spoke of the causes which led to the repeal of the system, and thought the inaction of the association was due to the disheartening effects of its repeal. In devising any system the question of economy should be carefully considered, or the result would be a failure. He believed the State should be divided into districts with an examiner for each district.

State Superintendent Tarbell said the scheme of the paper met his hearty approbation. He spoke of the present method, and referred to the unpopularity of the county superintendency law, regarding it as one of the most unpopular laws that ever was enacted by the State. He thought any attempt to accomplish its reenactment at the last session of the legislature would have

been so hampered as to interfere greatly with its success. He thought the township system contained many serious defects, and alluded to the difficulty in training township superintendents, and thought they were oftentimes so arbitrary that if people fully understood the absolute power exercised they would speedily repeal the law. He thought a combination of the two systems as presented in the paper the best that could be devised under the circumstances. He alluded to the delinquency of teachers. They had sat down, narrowing their influence and greatly circumscribing their usefulness by inaction. He was proud of Michigan men; he had lived in other States and knew what they were, and knew that the educators of Michigan were quite up to any in the land. He spoke of the question of economy, and thought it the first thing to be considered, if we wish to secure the passage of a law. He said the mass of teachers in district schools did not teach more than three or four terms, and thought some means should be adopted to secure permanency, and thereby insure better schools. The remarks of Superintendent Tarbell were heartily applauded.

Superintendent J. C. Jones of East Saginaw invited the association to visit the German kindergarten (Germania) in the afternoon at half-past one; also to visit the city school-rooms and inspect specimens of daily work on the blackboards. The invitation was accepted, and the afternoon session deferred till half-past two.

On motion of Prof. Putnam of the Normal school, a committee (Superintendents Gower and Daniels and Prof. Putnam) was appointed to present to the committees of the Legislature, in connection with State Superintendent Tarbell, such plan of local examination and supervision as they may deem best, on the basis of the paper read.

The president announced regular committees as follows:

On Nominations.—Profs. I. N. Demmon of the University, A. Lodeman of the Normal School, W. M. Osband of Olivet College, D. Bemiss of Coldwater, and Miss Rhoda Selleck of East Saginaw.

On Resolutions.—Profs. C. A. Gower of Saginaw City, Louis McLouth of the Normal School, Edward Olney of the University, and Clark Stanton of Utica.

On School Exhibit.—Profs. Jones of East Saginaw, Strong of Grand Rapids, Putnam of Ypsilanti, Delos Fall of Flint, and Miss Melissa Rose of Detroit.

State Superintendent Tarbell announced that the proceedings of the association might be sent to him for publication.

On motion of Prof. Olney, it was ordered that the person who leads in the discussion of a paper make an abstract of the discussion for the minutes; also that the State Superintendent and the secretary be constituted a committee on publication of the proceedings.

Superintendent Jones moved that hereafter the meetings of the association be at Lansing. After earnest discussion, the motion was carried.

Prof. Putnam moved that a committee of three be appointed to report at the next annual meeting a revised copy of the constitution and by-laws, incorporating such amendments as have been from time to time virtually adopted, orally or otherwise. The motion was carried.

A paper was read by Superintendent Julia A. King of Charlotte, entitled

BOTANY IN ITS RELATION TO GRADED SCHOOL WORK.

The end of culture is, train away all impediments and leave only pure power.

—Emerson.

I hate botany; all I study it for is to get a standing.—*Popular School-Girl.*

Judged by the sentiment prevailing among young people, the study of botany is a work of supererogation. Big boys are rather ashamed to care for posies, and with girls, dislike for long names is chronic. To see the frowns and failures, one would suppose that each plant had its own peculiar thorn and nettle, set for the express purpose of defeat at the very beginning of research. Each succeeding class is organized and carried forward only by persuasion and mild authority on the part of reigning powers.

In spite of discouragements the study still finds its place somewhere in the graded school curriculum. From twelve to twenty-eight weeks during ninth or tenth grade are devoted to the accomplishment of a work, which must differ greatly in the different schools, both in matter and scope. In addition to this, a few schools are inclined to devote some time to oral primary instruction, but whether a systematic course is followed I cannot say. In at least one school of the State there is something quite like a progressive course. In the spring term of the sixth and seventh grades Miss Youmans' book is used. It is presumable that this book is used as a manual, and not as a text-book. In the ninth grade, spring term, Gray becomes the text-book; used also by tenth grade during the same term. This is followed by one half term's work in the fall by the eleventh grade. In some schools Hooker's child's book of nature is used as a reading book on alternate days. As far as I know this covers the work done in this direction; still it is quite possible that somewhere in this delectable land of schools somebody is practicing all that will be here urged in the way of theory.

Fifteen weeks is about the average time devoted to the study of botany in the graded school. The first half of this time is given to committing definitions. This portion of the work is all accomplished during the winter or spring term, why I do not know, unless it is important that the long chapters on morphology of leaf and flower be all out of the way before the tiniest blade shall appear to tell its own story of outline, surface, base, apex, or margin. This part of the work is usually trying. It does seem a pity that as beautiful a study as botany should be made so nearly a study of terms. True, all beginnings must be the learning of nomenclature; but in other sciences the way is more varied by experiment and principle. Day after day the class plods on, classifying and defining the thousand and one forms of which, on account of lack in previous training, they can have but dim conceptions. Now and then there is a teacher with force and enthusiasm sufficient to create a current which bears the class full tide into the second part of the work.

After structural, systematic botany is taken up and the pupils learn to analyze and name plants, here there is something a little more tangible, but the detail is often dry and names uninteresting. For daily use spring beauty will do quite as well as *Claytonia virginica*, and Johnny-jump-up is a good deal more exciting than *Viola cucullata*, while wake-robin fairly thrills, but *trillium grandiflorum* is a great empty sound.

Should the teacher have a zeal for exhausting the flora of a given locality the

pupil analyzes, that is, finds the name of the plant in his book and affixes thereto his name, provided some one before him has not already done the same thing. To find the name is, with this class, the important thing, and the brilliant report in some educational journal stands "150 plants named in ten weeks."

Another teacher, desiring more accurate knowledge on the part of the pupils, resorts to plant records, and descriptions are written from habitat to name. Still another hopes to carry the work a little further, and a collection, which is the delight of fond friends, consumes some weeks of time and an unlimited amount of patience.

One season a class of considerable numbers went through the various stages of nomenclature, plant record, and herbarium, acquitting themselves with credit to the teacher. The following year each individual member sold his book to the new class, and the praiseworthy thing about it was, the books which had been bought at special rates were all sold at an advance of fifty per cent.

It seems fair to suppose that a large proportion of our work in this branch has no more prolific outcome than this would indicate. Ought we to expect more, or are such the reasonable results? Do we mistake the end of the work, or are we open to criticism in our methods? Why is it that the pupil so often comes to us in the higher grades deficient in the knowledge derived from previous observation, ignorant of the common growths of field and hedge, dull alike to fragrance and beauty? And why do they leave us without a quickened sense of oneness with nature, without one thrill of delight in the wondrous thoughts of beauty told in the blossoms, without a love among the wild flowers or even a familiar acquaintance along the garden borders? I am not wise enough to tell, but I think I can see wrong in both beginning and method.

Right instruction builds upon the known.

With the child, the known rests upon the concrete familiarized by observation.

To cultivate perception is the great aim in primary teaching.

Hooker calls botany the science of observation. Prof. Henslow taught the village children accurate observation by encouraging them to write schedules of the leaf forms which they saw. Youmans claims that botany may be made as efficacious in cultivating perception as mathematics in developing reasoning faculties.

If this be so, and no one will dispute the theory, whatever be the practice, why not lay out a course in this branch suitable for the primary grade; not a few desultory object lessons selected here and there at the discretion of the teacher, but a course as systematic and progressive as in reading or numbers, and just as rigidly adhered to. It should be kept constantly in mind that the aim of such a course is not the memorizing of a few names and facts, but rather to furnish culture suitable to the stage and conditions of growth of pupils in these grades. The method must be such as to stimulate observation, quicken appreciation of differences, and by constant repetition of similar impressions to reach at last the idea of classification.

The obvious results of such a course would be,

1. A quickening of thought in consequence of a recognition and appreciation of those things which come to the senses. In short, a trained perception.
2. A detection of nice differences, and hence logical deductions.
3. The rudiments of a delightful science.

To a certain extent the same thing might be claimed for any other science, but obviously botany has an advantage over all others. This advantage lies, first, in the nature of the science itself. Hooker claims that the study is best commenced with the careful observation of the living plant. Botany is the science of observation, in distinction from chemistry, the science of experiment. Again, this advantage lies in the simplicity of the apparatus necessary for the successful prosecution of the study. As soon as the child has learned to write, provide him with pencil, blank schedule and a living plant and he is fully equipped for his work. Add to this a pocket lens, a needle or two, a pair of forceps, and a knife, and he has all that he will need as an advanced student.

The specimens are at hand by the fieldfuls during quite a portion of the year. With a little systematizing the study of fruits, woods, seeds, etc., can be brought within the winter, when with no expense and little trouble such things can be had in quantities quite sufficient.

Doubtless some grave difficulties stand in the way of such training, such as crowded rooms and lack of time. To the first there seems to be no remedy until people are wiser; but in all well graded rooms of forty pupils I see no obstacle as far as number is concerned. In regard to time, it is not so much a lack as a question of what shall we do with that which we have. If it is best to count down and back, up and across, by 2's, 3's, 5's, and all sorts, to learn tables of addition and multiplication, subtraction and division, in short to convert each little brain into a lightning calculator, then there isn't time for much else. Agassiz feared his grandchildren would have to learn to spell, because he wouldn't be here to prevent it. His big heart was sorry in anticipation of the woes of spelling lessons. How much time it does take to spell, and yet there are those who count us remiss in this direction. Is it not possible so to train the perceptive faculties that the child will learn to spell in the same manner in which he learns to read, and at the same time? If so, how much valuable time might be saved.

From Superintendent Harris' report, I gather the following concerning amount of time and method of study:

First year, first quarter.—Flowers, their structure, color, perfume, shape, etc.

Second quarter.—Leaves, shape, use, sap, fruit, decay.

Third quarter.—Circulation of sap, what is made from sap, sleep of plants, etc.

Fourth quarter.—Review topics of the year.

As this work is laid down for the first year, I infer the pupil makes no record of his own observations, but the lessons must take the form of object teaching on the given subject.

In the second grade, botany gives place to zoölogy, followed in the third by some lessons in physics. In the fourth year lessons on plants recur.

First quarter.—Parts of plants, illustrated by familiar examples.

Second quarter.—Difference in species of trees, habits of growth, uses.

Third quarter.—Food plants.

Fourth quarter.—Plants useful in the arts, as dyes, oils, resins, gums, medicinal plants, tobacco, quinine, etc. Plants valuable for clothing, flax, hemp, etc.

The time given to this instruction is one hour per week. From the number of the topics it must be left, I judge, to the pleasure of the teacher just what matter shall be presented. Indeed the report intimates that it is a course arranged with reference to method rather than quantity or exhaustiveness. It

further says "if one topic is thoroughly discussed in each quarter some very important ideas will be gained of the science of botany."

Estimated solely by the standard of knowledge acquired, the value of this work would be considerable, still as far as I can ascertain from the report the work is largely the memorizing of a few facts. All the world of fact and philosophy lies beyond the narrow gaze of the child. Now if in the very beginning of his training, he can be put in the way of successfully finding out things for himself, is not the work immeasurably greater than the imparting of the few simple facts which his mind can grasp? In the one case the natural inquisitiveness of the child is trained to an accurate, methodical observation of the phenomena of plant life, and thus he is made acquainted with the fact irrespective of the language which clothes it, while in the other, botany furnishes a little more of the same sort of drill as the spelling and numbers.

It is not then because the facts of this science are valuable above all others, that its introduction into the primary schools is advocated, but because it promises to be the force which if rightly applied, will develop those faculties which now are so nearly destitute of culture. That which the older pupils lack, and lacking which the bulk of teaching fails, must be supplied through a change in instruction, beginning in childhood. Curiosity, interest in living forms, and the love for finding out things must be guided, trained, not repressed. Bring up the child as though he were living in nature's great house; open the doors into her chambers and let in the light; reveal the wondrous beauty of her furnishing; fill his young life with the glad sense of her companionship. So he may come to realize Thoreau's grand wish and "put forth sublime thoughts daily as the plant puts forth leaves."

Postulating the conclusions thus far reached—conclusions which have no claim to originality, and from which none can well dissent.

1. The science of botany is an educator in primary training, and not to employ it is to waste a valuable force.

2. The first object of the study in these grades is to furnish culture by bringing the mind into contact with nature herself.

3. Such discipline is an essential element in success in subsequent instruction in the branch in higher grades.

4. The study is best begun and carried forward by a methodical observation of the living plants, the pupil making a permanent record of all knowledge thus gained.

The last conclusion contains a hint of the method to be followed in higher classes. A fundamental error is committed when a lesson is first assigned and recited from the book. The proper use of the book comes after the pupil has obtained his knowledge from actual experience. The book is helpful in terminology and in systematizing definitions, in writing out synopses and in analyzing. What the pupil needs in his hand is the living fact, and not the dead book. He needs to be familiarized with the growing thing rather than with the record of the growth.

Since writing thus far, I have been greatly charmed by some extracts from J. M. Wilson's essays on a Liberal Education. Although I know he has been largely quoted in another paper, still I cannot forbear saying that when the spirit of this master in Rugby shall be in us, the teachers of botany in our graded schools, the pupils will not say I hate it and study it only for a standing.

Prof. Delos Fall, of Flint, opened the discussion on this paper, as follows:

The thoughts advanced in this paper should have great weight with us when we consider that they were not written as mere theory, to please the popular ear at this association, but that they find their realization in the practical, every day teaching of the writer. All through the long spring and summer months, though the days were ever so long, and spirits ever so drooping in other studies, have I watched the bright eyes and listened to the hearty words coming from the class in botany, after an hour spent in handling the plants and flowers.

Most of us are content if we are able, by dint of urging, to induce our pupils to do the proper amount of work; but here there seemed to be no necessity for such effort. I think the secret of her success lies in the fact that in the instruction there is very little book, and more of nature. One great fault of our teaching to-day is that we use our books too much. Teachers themselves often are not well enough informed in the lesson they are about to teach but that when the class is seated before them, and they have politely asked the pupils to close their books, they deliberately open their own. Any admission that the teacher is not thoroughly prepared with the lesson is so much license to the pupils to slight theirs. The scholars, on the other hand, are learning facts too much as belonging to a certain page in the book, rather than accompanying the thought away from the book to the object studied. And in the natural sciences we may find many things in nature that are much better for use in class than the books. An abundance of flowers can be had for the botany class by asking for them.

Simple apparatus to illustrate a course in natural philosophy can be made by the ordinary teacher, aided by some of the geniuses to be found in every class. I have found that boys and girls alike will keep the zoölogy class well supplied with specimens if properly encouraged. The chemistry class should visit during the term devoted to that study the iron foundry, the gas works, the photograph gallery, the soap works, the plating works, the charcoal pits, etc., etc.

As to the wisdom of introducing the study of botany into the lower grades of our schools just now I have my doubts. One thing is evident, and that is that our scholars below the high-school are overworked now. Before we introduce any new study we must learn to teach what we feel we must teach, reading, spelling, numbers, etc., in less time. We must not disregard the complaints from parents, by the score, that their children have too much to do, and that pale faces and poor appetites compel them often to keep their children out of school for a few days or weeks of rest. Especially is this true of our grammar grades. Any thing in our school system that endangers health weakens that which alone makes the possession of an education desirable.

The paper was further discussed and maintained by Profs. Putnam and Lodeman of the Normal School.

Superintendent George, of Kalamazoo, said his experience was that this kind of object teaching to very young pupils degenerated into the memorizing of a list of names, many of which had no meaning in the mind of the child whatever.

THURSDAY AFTERNOON SESSION.

The session was opened with an exercise in singing by Miss Atwater's school of Saginaw City, conducted by Prof. W. L. Smith of East Saginaw. Prof. Smith stated that the class had been taught by one who was not herself a singer.

Superintendent C. B. Thomas of Niles read a paper on

EDUCATIONAL FALLACIES AND FORCES.

Education naturally divides itself into three departments—physical, moral, and intellectual.

Primarily it is the duty of parents to educate their children. The laws of nature and society impose upon them this obligation, and natural affection ordinarily converts this duty into the highest pleasure.

But it happens that parents are often unable, incompetent, or unwilling to give personal attention to the duty, hence schools and teachers.

In our present social status little or no attention is paid to our physical education. Parents and the various religious organizations so far assume the responsibility for moral culture; while to the teachers and the schools is assigned the task of developing and training the intellect.

Originally, then, the sphere of the public schools is narrow, covering but a little portion of the broad field of general culture. Education, in its fullness, means the development of all the faculties; not the physical merely, nor the moral, nor the intellectual. It means the unfolding, the rounding out into exact proportion and perfect symmetry, all God-given attributes.

Fortunately for society, the schools of to-day overstep, on all sides, the theoretical bounds that limit their usefulness, doing more or less work in all the three great departments of human culture. In fact, it may be a question if, in this overstepping, the public schools do not do their most valuable work. I believe it one of the errors of the present system that so nearly no attention is paid to physical education. Hundreds of children are suffered to grow into pitiable deformity and remediless disease for want of that careful attention which might easily have been provided for them. The question one naturally asks is, which for a State is the worst condition of its citizens, mental ignorance or physical incapacity? Is it wise economy to spend millions annually to educate the mind and never a dollar to develop the body? We recognize ignorance as the mother of poverty and crime, and the State educates as a measure of economy and safety. May we not, ere long, find it practical wisdom to supervise the physical development and culture of those who, through disease and deformity, may become a burden upon society?

One thing, at least, can be done. The method and the appliances of the school can be so arranged that the effort to secure intellectual strength shall not induce physical weakness.

The mind is just as active on the ground floor as on the third or fourth story. Elevation of the body is not necessary to activity of thought. Every observant teacher, and thousands of disappointed and bereaved parents, will unite in condemning three and four story buildings. The proportion of young women, graduates of our public schools, who go out with pallid complexions, with eyes underscored with purple curves, with headaches and backaches, unable to stand or to walk, these as symptoms of disease that unfit them to become either wives or mothers, is something to make us pause. It is the work of a one-horse power engine to lift 32,000 pounds one foot per minute. A half dozen young ladies, lifting themselves to the third or fourth story of what are sometimes called educational slaughter-houses, are forced to do, several times each day, about the same work. It is a wonder that Bergh has not already interfered to prevent this cruelty to animals. Unquestionably this is an important subject; the attention of the thoughtful is everywhere being directed to it.

and the days of three and four story school-houses ought soon to be numbered. What Michigan city, of 5,000 inhabitants, will be first to build a *low* high school, and thus lead a much needed reform?

It may, I believe, be laid down as a general truth, that narrow culture is in the end ruinous. Fed on bread alone, a man will in the end starve to death. Men of one idea disturb and unbalance the social machinery. They become incendiaries, and, in their hot zeal, reduce to ashes what they would exalt into lasting monuments. So that system of education which is aimed at a single practical result, at anything less than the broadest possible development, is opposed to and detracts from true culture. And just here, it seems to me, is one of the fundamental popular errors as to educational aims.

We hear much in these days of *practical studies* and of a practical education. Parents wish their children taught branches that will be directly productive of dollars and cents in after life. Whatever studies will make them "smart" in business, they covet for them; whatever is supposed to contribute mainly to larger information, to polite accomplishment, and to more liberal culture, is thrust aside with supreme contempt.

The idea that certain branches lead directly to success in business, and that certain others are merely disciplinary, and may be omitted without loss, and possibly to practical advantage, is very widespread and most tenaciously held. There is a lurking suspicion in the popular mind that the schools ought to, and could if rightly planned, provide a kind of cross-road, an artificial cut-off, to all that is directly valuable in education, to all that contributes to success in affairs.

At the bottom of every error there is a modicum of truth, and, while pronouncing this general idea a fallacy, it may be well to inquire how much truth it is built upon.

In the ordinary business of life, little that we study in school is directly useful. From the school to the shop, the farm and the store, we carry our reading, spelling, writing, and a few of the elementary principles of arithmetic. So far as success in money getting is concerned, we leave the rest behind. (It might be added, parenthetically, that the art of getting rich lies, not in making, but in saving money). As a general statement this is true; like all general rules it has exceptions. The arts of book-keeping, drawing and designing, and a few kindred branches whose foundations may be laid in school, become directly useful in earning a livelihood. Whatever other product of the school enters as a resource into the average man's capital, comes from outside the so-called practical studies.

The power to think independently, to express ideas clearly and with precision, reflection, analysis and logical arrangement—these come only after a longer and broader course of study.

The root of this fallacy lies in the assumption that the facts of an education, the things learned, are all that is valuable, and that they can be successfully separated from the discipline to which one is subjected in the process of acquiring them.

This is like digging in the bed of the stream for a little dust and an occasional nugget, while the rich, auriferous cliffs tower on either side, but which yield their treasures only when ground to powder by the steady beat of the stamping mill. It is running to find a pot of silver beneath the rainbow's foot which recedes at every step, and to return, at the end of the chase, weary, disappointed and empty-handed.

These people forget that the one valuable net product of education is the ability to think, to reason; to combine, analyze and classify, not only the elementary facts of science, but the facts and forces of society, politics and business. The discipline of accurate study is the only mental gymnastics that fits one for this lofty tumbling. To expect magnificent results from a mind, with only the facts of education, when the appropriate discipline is wanting, which alone gives the power of thought, is like loading a gun with bullets and putting no powder behind them. The piece is useless against foes and a nuisance to friends.

It is not the amount of knowledge, but the ability to apply it, which promises success and usefulness in life, cannot be too well considered by teachers, nor too often impressed upon parents and pupils. If youth are *taught how to think*, they will soon learn *what to think*.

Exercise is not more necessary to a healthful state of the body than is the employment of the reflective faculties of the mind to mental efficiency. The practical studies are barren of useful products unless the mind is trained to habits of thoughtful reflection. No precocity of memory, no amount of facts stored, like unthreshed harvests, can be set over against habits of real thoughtfulness. But he who has been roused to reflection by some true teacher, as the latent power of a bar of steel is awakened by the touch of a true magnet, may enter upon life with every prospect of a useful career. His armor is girded on for battle. However difficult the conjuncture in which he may be called upon to act, he is prepared for whatever may betide.

If this supposed practical education be a fallacy, it is the duty of every teacher, of every friend of education, of every man of liberal culture and broad thought, to combat it under all circumstances. I do not aim in this discussion to question the comparative merits of scientific and classical studies, nor to put languages in the scale against mathematics. That is a matter of detail. I have only aimed to expose the folly of a too prevalent notion, and to show that those studies, so generally denominated practical, are exceedingly limited in range, lacking in educational power, and never lifting the mind above to-day's bread and butter, tend gradually to shorten the reach of the faculties, and, by inaction, to enervate the mind.

Akin to this idea of a bread-and-butter education is the idea that "smartness" in business is a desirable distinction. Here and there a man without culture, without the rudiments of education, by hook or by crook, accumulates a great property. He is (mis)called a "smart" man. He may be a curbstone broker, squeezing money out of other people's distresses; a gambler who plans a corner and takes merciless margins, or a lobbyist who procures legislation by bribery and corruption; and yet, if he is "smart" (with all that the name implies), he is forgiven, flattered, courted, till, to those anxious for a practical education, he becomes a hero and a model. Dickens takes off this style of man in the following bit of dialogue:

"He is a public nuisance, is he not?"

"Yes, sir."

"A convicted liar?"

"Oh, yes, sir."

"He has been kicked and cuffed and caned?"

"Yes, sir."

"And he is utterly dishonorable?"

"Yes, sir."

"In the name of wonder, then, what is his merit?"

“Well, sir, he is a *smart man*.”

This narrow, practical education, if it ever raise its victim above the hard struggle for existence, leads him directly toward this accursed smartness.

Another fallacy of the general thought relates to the personnel of our teaching force. Soldiers, under incompetent generals, never win victories. For success there must be skillful leadership. The zeal and enthusiasm of the ranks go for nothing without the skill and wisdom of officers.

While these statements are accepted in the abstract, or as applied to momentous occasions, in school matters they are, in large measure, disregarded. It is safe to say that four-fifths of the teachers in Michigan, and probably in any other State in the Union, are engaged without special inquiry as to fitness, except in one narrow direction. A limited knowledge of a few elementary text-books, is the broadest measure of requirement. Examinations by county and township superintendents go just far enough to prove that the would-be teacher, having had opportunity for study, is not incapable of learning. It is a fact that a twelve years' course in our public schools, as now conducted, will give almost any one, not an idiot, the qualifications demanded by these official examinations. With only this official proof of their right to leadership these teachers are placed at the head of the youthful hosts marching to victory or defeat in the great battle of life. Not many seem to care, and few inquire whether the teacher's mind be active or inert; whether he range over wide fields for fresh matter and new illustrations, or simply turns over and over the dog-eared leaves of a meager text-book never outgrown. We know by the examination that he can read, but it does not tell us that he has read. The examination convinces us that certain facts have been drilled into him; it does not tell us if he has learned to generalize, to classify and to apply this information. He is tested just far enough to show him a living, breathing, human machine, properly put together and with no important wheel or pinion left out; but whether the timber is good, the friction great or small, whether it is capable of being run to profit,—as to these things little or no inquiry is made. We know he can mark time, but the question is, can he lead the march?

In physical science we say “a stream cannot rise above its fountain.” This is practically a law both in morals and intellect. In every society there is both a mental and a moral atmosphere. Men and women on the average are no better morally, no more cultivated mentally, than is required by the “tone” of society around them. This “tone” is the gauge of moral atmosphere. The mental and moral atmosphere of the school takes its “tone” from the teacher. If he be without mental activity, without that electric touch that rouses the faculties to life and energy, scholars will grow dull and stupid, and the edge of the faculties, which should be kept keen and flashing, will become blunt and rusted. If the teacher be wanting in that broader thought which lifts the mind above every day work and wages, children will have awakened in them none of that longing after something better without which education in its noblest and most valuable significance is impossible.

A teacher is valuable in proportion to his mental and moral overplus as compared with lowest official requirement. This overplus gives what we call reserve power. Great orators, on most important occasions, seem to withhold somewhat of their grandest thought. The sublime in the appearance of a train steaming across the landscape lies in this: The laden coaches seem playthings, not burdens, to the ponderous engine. We feel respect and admiration for whatever does its work with ease and grace; whatever tugs and sweats excites only

pity. This overplus is an intellectual leaven, a ferment that moves the otherwise sodden elements of the school. The child inherits from its parents not only form and feature, but, to a large degree, quantity and quality of brain. This is in accordance with the physical law of hereditary descent. I believe, also, that mind, in large measure, broods over, and incubates mind; and, as in physical reproduction, brings forth after its kind. If this be, in any degree, true, the small amount of technical knowledge a true teacher may possess, though not without its value, is his lowest qualification. Activity of mind, mental vigor, an infectious enthusiasm and the stimulating power of solid attainments and honorable ambition, are far more potent for real success. The educational millenium will never come till the qualifications for teaching shall be made to include the quality of mind possessed as well as the quantity of facts accumulated.

Let me mention one other fallacy, that education divorces from industrial pursuits.

Parents often say "it won't be worth while to give George a liberal education; he will never be a professional man;" and when an educated man comes back from college and walks behind the plow, people shake their heads and say: "Four years and \$2,000 thrown away." In these days can men make a worse mistake than this?

Education has become very general, therefore fashionable. So far, good. But education turns its back upon the farm and factory. In that far, bad. Educated men crowd into professions, pulpits, politics, and, hurried on in the desperate scramble of the many for existence, too often turn out demagogues, swindlers and thieves. So what with the bustle and excitement of these lightning times, and the fashion set by educated young men, the farm and factory fall into dishonor. For twenty years the tendency of population has been from the country and towards the great cities. Statistics show that occupancy of the public lands, under the homestead laws, has almost ceased, while the great human herd, made up of educated adventurers, of honest but improvident laborers, of the aimlessly idle, of the vicious vagabonds and the villainous tramps, crowd desperately towards the centers of population, as if, as Cicero says: "To die in a body were better than to live in quiet apart."

This fallacy needs correction; the tide must be turned. In these days farming demands brains, and in the south and west industrial enterprises offer the largest returns for labor scientifically directed. I believe it is the duty of thoughtful men everywhere to cry out against the idea that education and industrial pursuits are uncongenial, and that educated men must, perforce, squeeze themselves into overcrowded professions. There is a demand for educated farmers and manufacturers. They are wanted in the legislatures in every State, and, though it might be humiliating to them, they are sadly needed in Congress. Every teacher should throw his influence against this ruinous fallacy, and in favor of an immediate reform.

So much for what I have termed educational fallacies. Let me now touch, in brief definition, one or two aspects of what I have, perhaps, misnamed educational forces. There will only be time for definition; an exhaustive discussion would carry us too far.

Curiosity is said to be the chief source,—the propelling mainspring of knowledge. I do not care to question very sharply the truth of this proposition. I can afford in my argument to grant it to be the primary source of voluntary knowledge to men in common with animals.

But there are imperious necessities that *compel* education.

Self defense, the mere love of living, compels man to learn. The forces of nature are hostile, and he must arm against them. The law of gravity will crush him; ill-chosen food will poison him; heat will burn him; cold will freeze him; unless he plan and toil the ungenerous earth will starve him. In self defense he must educate himself to fight his battle with nature.

Again, the competition of modern society is an educational force of tremendous power. The common education of fifty years ago would now leave men real beasts of burden. It would simply equip them with picks and shovels, to dig, like blind slaves, in the rich mines which better culture has revealed. Mental conditions are even more unstable than physical. Along all the coasts oceans and continents heave and surge in a physical struggle for dominion. The human mind is a restless ocean, constantly beating in upon unexplored continents. In the intellectual world Columbus has a thousand rivals, and that man must possess a trained and active mind who would not find himself a stranger in a strange universe.

Out of the labor problem must come an educational force to lift up the masses, or the masses will drag down our institutions. Labor, crying out against capital, is the old demand of the foolish virgins for oil from the wise; the thoughtless stretching out imploring hands to the thoughtful for salvation.

Trained and disciplined men know how to plan. They deal with the laws of society, of business and of commerce, as they do with the laws of nature. And the very tides that overwhelm the undisciplined, prudently taken at the flood, bear them on to fortune. Only infancy and imbecility wait to be fed; and they whose sole reliance is to labor with their hands on work provided by thinkers, are the world's sucklings; docile enough when employed and comfortable; violent and destructive when unprovided for.

The grand social problem of to-day, in our country, at least, is how to make this class intelligent, thoughtful and independent.

The problem is double. They must be elevated both in intelligence and morals. Morality and ignorance are incompatible, and, therefore, mental progress must come first. Law punishes, but never reforms; only education, in alliance with the morality of religion, can elevate this class and save society from them and them from themselves.

How this great problem shall be solved is a question not now to be discussed. The civilized world has, within the memory of most of us, put an end to physical bondage. Wise enough for that in the nineteenth century, that epoch will *some time* come when that degree of ignorance which induces idleness, poverty, immorality and crime, and which finally leads to widespread corruption and imperils the peace of the people and the perpetuity of good government, must cease forever.

Under a government organized like our own, a comprehensive patriotism is, so far as human relations are concerned, the highest educational force. The State is above the individual, loyalty to it demands good citizenship; and to be and do that which is best for the State will compel a man to make the most of himself, to fulfill his obligations in all inferior relations, and, with hand, brain, time, means and, if need be, with life itself, contribute to the general welfare. This ideal citizenship is the grand result which shall flow from an ideal education of body, heart and mind; an education out of which all fallacies shall have been cast and in which all educational forces shall have had their legitimate influence.

Discussion of this paper was opened by W. C. Hill of Ann Arbor. He thought there is an unfortunate tendency to neglect the drill that cultivates readiness and rapidity of thought. The school houses of the coming time will be but two stories high, and money that is expended in injudicious ornament will be reserved for more and better furnishing. There should and might be a systematically organized plan for the progressive improvement of teachers who are engaged in teaching.

A. C. Parsons of East Saginaw, demanded more practical studies. He mentioned book-keeping especially. Prof. Ransom of St. Louis asked for a real discipline that shall fit a man for any calling. W. S. George claimed that the people, who pay large taxes, have the right to demand that the pupil shall learn well the common branches,—reading, spelling, arithmetic. These are not taught as well as formerly. Too much money is put in school houses for show, and not for use. The houses are too high.

Prof. Stanton of Utica, said that the education of to-day is *not* inferior to that of fifty years ago.

President Butterfield of Olivet College, declared that there is no conflict between the so-called practical and the higher branches.

Prof. Olney said that all admit the imperative necessity of correctness in elementals, but we believe that there is time, and room, and need for more. Distance lends enchantment to the past. Prof. George said that some of our buildings are bad but we should avoid raising a panic among the people. Physicians raise this scare often without just cause.

Prof. B. E. Nichols of Ann Arbor, said that our girls climb stairs more at home than in school, and it does not hurt them. There is *no* harm in high school houses.

THURSDAY EVENING SESSION.

After music by Prof. Roney, and prayer by Rev. Mr. Day, an address was given by President H. Q. Butterfield of Olivet College, on

THE RELATIONS OF THE LOWER SCHOOLS TO THE COLLEGES.

[This address was not furnished for publication.—SECRETARY.]

After music again a paper was read by Superintendent D. Bemiss of Coldwater, on

THE NEXT STEP IN THE EDUCATIONAL PROGRESS OF MICHIGAN.

The *next* step in Michigan's educational progress,—what shall it be?

Before discussing this *next* step it will be necessary to mention the grades or steps through which our educational system has already passed. We will do this briefly.

The *first* step in our intellectual ladder was the financial provision for the support of education. Let us examine this point for a moment:

By an ordinance of Congress in 1785, one thirty-sixth part of the public domain was set apart for the support of schools, and the ordinance of 1787 declared that "schools and the means of education shall forever be encouraged."

Subsequent acts passed for the purpose of utilizing these school lands con-

firmed the provisions previously granted. The original constitution of Michigan declared that the proceeds of all lands granted by Congress for the support of schools should "remain a perpetual fund, the interest and income of which, together with the rents of all such lands as may remain unsold, shall be inviolably appropriated and annually applied to the specific objects of the original gift, grant or appropriation." Our present constitution contains the same specifications. Thus this financial aid was secured. These grants were by common consent construed to belong to the common or primary schools, and were subsequently enlarged in 1858 by the swamp-land fund.

By an act of Congress in 1804 one township was reserved for the territory now constituting the State of Michigan "for the use of seminaries of learning." This was afterwards changed to seventy-five sections and confirmed by an act of Congress and thus constituted the basis of the University fund. By further Congressional enactment, on the admission of the State into the Union, seventy-two sections of salt-spring lands were given to be used as the legislature of said State shall direct. These lands were appropriated for the Normal and Agricultural schools, and for an asylum for the deaf, dumb, blind and insane.

We find, then, appropriations not only for these unfortunate classes of our citizens, but also for primary and higher education, but *no* provision for secondary instruction.

The *second* step was the establishment of the various educational institutions of the State in conformity with the provisions of the constitution.

The most important one providing for the founding of primary schools "whereby a school shall be kept without charge for tuition at least *three* months in each year in every district in the State."

The primary schools were organized in 1836, the year Michigan was admitted into the Union. The other public educational institutions were established as follows:

University of Michigan in 1837, Normal School in 1849, Insane Asylum (not strictly educational) 1851, deaf, dumb and blind in 1854, and the Agricultural College in 1855. Add to these the Reform School, established in 1855, and the State Public School in 1871, both by acts of the Legislature, and the second step is complete.

The *third* stage in our intellectual advancement is marked by the rise of the union, graded and high schools. This project was agitated by the State superintendent in 1845-6-7.

Union and graded schools resulted from the increase of population in school districts, and the necessity of doing several grades of labor in the primary school,—the latter was the main difficulty. By the union of two or more districts, even without any increase in the number of teachers, the different grades of work were more successfully accomplished. Economy of time, force and government was secured. Thus union and graded schools originated. The grafting onto these schools of the high school proper was the first practical step in Michigan to provide for secondary instruction. The high school exists in fact and in law, as a part of our school system, and constitutes the connecting link between the primary and the higher education of our State.

For the *fourth* step we place "teachers institutes," an organization which has for its object the elevation of the teacher and the fostering of a professional spirit among the educational workers. The new departure in this respect made by the act of 1877 we trust and believe will do much, not only to generate a

fraternal feeling amongst teachers, but especially to lift up the district school teacher to a higher plane of workmanship.

The creation of the county superintendency of schools in 1867 we make the *fifth* step onward, its object being to give unity to our system and also to aid in the herculean task of bettering the condition of our country schools. This onward step was retraced in 1875. A few years, however, of masterly inactivity, wondrous diversity and thorough inefficiency of the present system of supervision of district schools, will bring us back to the county superintendency or some similar enactment.

The *sixth* stage in our educational progress occurred in 1869 when the rate-bill was abolished and free schools instituted.

The *seventh* and last step was made in 1871, an impulse and healthy stimulus given to secondary education, not by any exercise of power by the legislature, but by the voluntary act of the Faculty of the University of Michigan in admitting students from approved schools to the University without further examination.

This brings us to the consideration of the main question of this paper—what is the *next* step in our educational progress?

If we formulate this prospective waymark in language, it would read substantially, "The fostering of secondary education by the State, making all necessary legal provisions for its permanence and efficiency as a part of our educational system."

We do not stop here to argue (but take it for granted) that the people of this country, and particularly the people of Michigan believe that education to some extent is a necessity to our national existence, and that so far as it is a necessity, the property of the State should furnish this education free to all. We take it for granted that the three propositions laid down by Horace Mann nearly 30 years ago are generally regarded as correct, viz.:

"1. The successive generations of men, taken collectively, constitute one great commonwealth.

"2. The property of this commonwealth is pledged for the education of all its youth, up to such a point as will save them from poverty and vice, and prepare them for the adequate performance of their social and civil duties.

"The successive holders of this property are trustees, bound to the faithful execution of their trust by the most sacred obligations; and embezzlement and pillage from children and descendents have not less of criminality, and have more of meanness than the same offense when perpetrated against contemporaries."

We believe, in a word, that the State should furnish all the culture which is essential for its own successful development. We may differ as to the extent of the education or the kind necessary, but these being known, the general principle (above enunciated) is conceded.

The existence of a State or community demands *first*, that all of its members be sufficiently learned to be competent witnesses or jurors, and intelligent voters in municipal or national affairs; or in the words of Mr. Mann's 2d proposition, such knowledge as will save its youth "from poverty and vice and prepare them for the adequate performance of their social and civil duties."

Secondly, the existence of the State, and particularly its successful growth in civilization requires that enough of its citizens (those who have the ability and fitness for it) should be *further* educated to enable them to act as leaders and teachers of the people in their progressive development, in other words there

must be educated men to act as statesmen, judges, teachers, and to fill other professional callings. These are as necessary as a factor in the existence of a State as intelligent citizens. Hence the State should furnish the requisite facilities for the education of this element in society. Indeed the State recognizes this twofold duty by its provision for *primary* and *higher* education,—the first exhibited in State support for the common schools, the second the aid granted to the University. But while the State fosters the two extremes in education, she has made no practical provision for the connecting link—secondary instruction. We say no *practical* provision, for an attempt was made by the Legislature in an act “to provide for the government of the State University” to meet this very omission. Section 18 of this act reads thus:

“As soon as the income of the University interest fund will admit, it shall be the duty of the Board of Regents to organize and establish branches of the University, one at least in each judicial circuit or district of the State, and to establish all needful rules and regulations for the government of the same. They shall not give to any such branch the right of conferring degrees, nor appropriate a sum exceeding fifteen hundred dollars, in any one year, for the support of any such branch.”

The necessity of this connecting link was thus plainly seen, but the scheme suggested for State aid proved entirely Utopian in its character.

It is true we have, at the present time, these secondary schools in our State. “The school system of Michigan is to-day,” as Prof. Putnam puts it, “a beautiful whole—a practical unity; but it is such by wise voluntary action on the part of the people, and not in consequence of legal enactments.”

We claim that these secondary schools are indispensable to our school system, and therefore have a right to receive, and *should* receive equally with the *lower* and the *higher* schools, their proper share of State support. As a matter of fact these institutions are to-day supported by the liberality of the larger towns and cities of our State, and a hostile vote on the part of their citizens would annihilate them, or at least cripple them beyond restoration.

Why should comparatively a few tax-payers be called upon to support this branch of our system, while the others are fed from the common crib?

In school districts with over eight hundred children of school age the law requires nine months school during the year, or else said district forfeits its portion of the income of the primary school fund, and of all funds arising from taxes for the support of schools, but the same district might cripple or even destroy its high school and not lose a dollar of the State grant!

Justice demands that the high schools should receive their legitimate share of the legislative funds—that these schools should be established with proper restrictions, and then any failure on the part of the community to sustain them should result in the forfeiture of their share of State aid, just the same as in the case of the primary schools.

But how do you propose to obtain this State aid, some one will query? We reply, by legislative apportionment, just as the higher institutions obtain aid now, or if this is impracticable, then denominate these schools as part and parcel of the primary schools of the State, and give them an equitable share in the present school fund. We claim that these secondary schools should be recognized as part of the State system by being made partakers, like the rest, of a portion of the State funds set apart independently for their support, and annually divided among them.

But granted that secondary schools should be established upon the *same* foundation as the other branches of our educational system, it may be asked

what change, if any, in the present method of conducting secondary instruction in our State is necessary, and what aid should each receive?

A school established for a certain purpose and receiving State aid should to some extent be under State control. The courses in these schools should not be left, as at present, to local option, but should be prescribed by some central authority. These institutions should have, not only good English and commercial courses, but should also be preparatory to the University—should in fact be collegiate institutes.

Hence the courses and kind of work required, for the sake of uniformity and thoroughness, should be determined for them by some competent authority. And as these collegiate institutes must necessarily connect the common school and the University, and be fostered by the State, the committee to decide upon the amount and the character of the work would naturally be the State Superintendent, a representative from the University, and one from the secondary schools, and the work prescribed would probably differ but little from that now found in our best high schools.

The requirements being known it should be left optional with the towns and cities to establish these collegiate institutes, providing the said towns or cities shall furnish all necessary aid, in addition to the State grant, to thoroughly equip and run said schools.

As to the amount of aid needed from the State we think it should equal the sum originally intended for the branches of the University, viz.: \$1,500 per annum. There would probably not be twenty such schools in the State, and the total amount required would be about \$30,000.

But right here some one offers this objection: "The State will not be willing to grant this sum for secondary education." In reply we say, the people of the State are now giving the above amount and more for the support of the present institutions—the high schools of to-day.

Indeed, the trouble at the present time is not that too much money is devoted to education, but rather that it is not always *wisely* spent.

Every town of two or three thousand inhabitants is striving to "run" a full fledged high school, and groaning under the expense of what proves to be in many cases an abortive attempt, and even places large enough to have such schools are complaining of the heavy taxes necessary to their support. What we want in the interest of economy and thoroughness is a few *good* schools properly distributed throughout the State of this character—regular gymnasia—feeders to the University—and the others tributary, so far as preparing for the University, to these collegiate institutes.

What we claim is that these secondary schools should be a part of the *free* school system of the State, and that the burden of their support should be partly borne by the State and not wholly, as now, by isolated localities. It does not increase the amount given to education, but distributes it over a wider area. If there are 20 such schools the sum annually expended would be \$30,000. Suppose, as a limit, the Legislature should say that not more than \$50,000 shall be thus expended in one year.

Is the amount excessive?

The State gave to the University in 1876 for educational purposes	\$101,427 00
To the State Public School.....	30,000 00
“ Agricultural College.....	17,466 00
“ Normal School.....	19,000 00
“ Primary schools.....	223,969 00

The province of Ontario, whose educational exhibit at the Centennial furnished evidence of her thrift in educational matters, gave in 1875 a legislative grant to the high schools alone of \$76,042, and a municipal grant in addition of \$160,223, and raised for the primary schools \$3,239,271, nearly \$1,000,000 of which was a legislative grant. If Ontario, with a population only a little in excess of our own, can afford such gifts, cannot the State of Michigan give \$50,000? Are not the secondary schools entitled to the average amount given to the other State institutions?

It must be remembered, in this connection, that money must be spent liberally in educating and elevating the people or else in supporting criminals and paupers. We must either build school houses or multiply our jails and reformatory institutions. A comparison of the two leading countries of Europe, one of which has done most, the other the least in supporting popular education may be quoted in point. We refer to Prussia and England. In the report of the Paris Universal Exposition on education, page 80, we find these words:

"In the interest of this special department of education, a bare reference is made to exhibits believed to be largely attributable to the school policies of two countries, one of which has done the most and the other the least toward popularizing it, before passing to a review of such as take middle ground.

"It was about the year 1806 when, with a population of 10,000,000 and embarrassments of poverty and humiliation such as few nations have ever met, Prussia began, in earnest, to devise and make available to a suffering people the scheme of public-school instruction which challenges the admiration of the world, and which, in the fifty years between that date and 1856, brought to its 17,000,000 of people an income of more than three hundred per cent over that of the former, resulting from an improved agricultural industry and a manufacturing wealth apparently created, as its political economist declares, 'out of nothing,' " and on page 25—"In no country in the world, however," referring to Prussia, "is the public outlay of means for schools of all classes more liberally responded to by the popular, voluntary purse,—a standing argument against the few who undertake to make it appear that the people who are compelled to have elementary education do not value it, or make haste to add to it; and a perpetual memorial to other nations in favor of popular school instruction."

"In 1818, with a population something over 11,000,000 the expense of pauperism to the English government was little short of £8,000,000. In 1859, with a population less than 20,000,000 the percentage of pauperism in England and Wales was 4.6 to the whole number, and costing the government in connection with special aid from the city of London, scarcely less than £10,000,000. Between these dates, 1833 saw the first public grant to elementary instruction in the pitiful appropriation of £20,000 annually, for a term of five years. While the public economist is figuring the totals of these and bills of expense that cover the 'poor rates' of intervening years, the public educator may be permitted to speculate as to the probable results had these sums been exhausted in inaugurating and encouraging the educated labor of the lower classes."

The one spent money in educating the intellect and hand—*result*, an increase of income over 300 per cent.

The other gave a mere pittance to elementary instruction—*result*, £10,000,000 spent on paupers and tramps. We cannot afford to repeat England's experiment in this country—in this State. The educational needs of the people must be met. But this is a digression.

There are some other features to be noted in this prospective new departure

—in the next step in our educational progress. Not only should these higher schools be established by law, and receive government assistance, not only should the curriculum be prescribed and contain thorough English and Classical courses, but these schools should be treated by the University of Michigan as the German universities treat the gymnasia of that country, viz.: admit Michigan students through these preparatory schools *and through these only*. We will give an extract from the report above cited, outlining the German method.

After trying various other plans and abandoning one after another as they proved insufficient, Mr. Hoyt adds, "And so at last the government of Prussia adopted the method early suggested and urged by a noted member of the council of education, that of confining the examination to the gymnasia, whose interest was not to crowd ill-prepared boys into the universities, but to send them only such pupils as would do honor to the school where prepared for the higher courses of study. * * * * *

"The examination is a very thorough one, and there is now no other door of admission to any of the faculties in any university. To guard against *cramming*, it is required that the candidate shall have spent two full years in class *prima*, thus making sure that he has had fair opportunity for that thorough discipline and those solid attainments for which the German gymnasia are so justly noted; and the examination being in the first place, upon such subjects as constitute the regular staple of class labor, is made to consist largely of paper work (essays, etc.) upon themes chiefly selected by the president of the examining commission. The general subjects embraced are German language, Greek, French, mathematics, physics, geography, history, and religion; and if the candidate proposes to enter any of the faculties of theology he is also examined in Hebrew. The examination papers are prepared by the director and professors of the gymnasium, several sets being made ready, and the president of the board choosing from them. The paper work usually occupies a full week, and the *vive voce* examinations are participated in by all the members of the commission. The terms used, and the only ones, to designate the character of each performance are 'excellent,' 'good,' 'sufficient,' 'insufficient.' A mastery of the mother tongue, thoroughness in Latin, and extra-good standing, either in classics or mathematics, even though in the other branches he should be a little deficient, will secure him the approval of the board, and the designation of (reif) ripe, but upon the branches named there is no such thing as compromise. * * * Should a candidate fail to pass, and so receive the designation in the report of the commission of unripe, he is recommended either to remain another half year at the gymnasium and then submit to a second examination, or to abandon at once all idea of entering the university. Should he refuse the advice of the board and apply at the university for admission it will avail but little; for without one certificate or the other he cannot be received at all, and with the certificate of unripe, only in the faculty of philosophy, nor even there as a university matriculent, but simply as an auditor, entered in a special register, and getting no credit for time thus spent, should he conclude to retrace his steps to the gymnasium, and, through a second and last examination, finally gain the certificate of maturity.

"Persons not members of any public school may make their way into the university, but they can only do so through the door of the gymnasium.

"The steps to be taken are these: The candidate first makes application to the provincial schul-collegium for leave to attend the certificate examination

of some gymnasium, presenting to the board, with his application, satisfactory testimonials as to study, moral character, etc., and a statement in good German, written by himself, of his previous course in life. If approved by the board they send him to some convenient gymnasium for examination. In the event of failure to pass, the board of examiners are at liberty to name a time after which he may try again and for the last time. At such examination some allowance is made for the circumstance of his being examined by a board of entire strangers; but to prevent advantage being taken of this, as well as to prevent a desertion of public-school pupils in class *prima* for private schools, so as to come in for examination short of the expiration of the full period of study, the law carefully provides that no one thus conducting himself can apply for the requisite examination within the two years of *prima* without special persuasion from the minister of public instruction. Such are the regulations which in Prussia guard the door of entrance to the university, and, with but slight modifications, these are the regulations throughout Germany."

We can see no reason why this plan (substantially), which has worked and is working so well in Germany, would not work equally well in Michigan. It is true our schools at present could not cope with the gymnasia, neither do our colleges and University cope with the German universities, nor will they be able to do so till the secondary schools are elevated and firmly fixed in our system. Such a relation would certainly give dignity and importance to the work of the higher schools and would relieve the University, so far as our own State is concerned, of the drudgery of the entrance examinations. It is the testimony of the University faculty that the students from the approved schools are better prepared than those received from other sources, and that the character of the work done in these schools is yearly growing better, and would it not enhance still more the *thoroughness* of this preparation if the entrance examinations were entirely relegated to these institutions? The smaller towns and rural districts instead of having impracticable courses on paper would confine themselves to somewhat narrower bounds, a thorough grammar grade—their legitimate field—and their brighter pupils would seek the collegiate institutes well prepared to pursue the higher branches, and these schools in turn would become feeders of the University, furnishing better students with maturer minds for the advanced work of the college course.

It would not be wise, we think, especially in the inception of this plan to copy too closely the German system, and do away with the University inspection of the secondary schools, on the contrary it would be better to continue it in the present or in some more definite form. This inspection exercises a healthy stimulus on teachers and students, and cements a bond of union between the high schools and the University.

But it may be questioned, what return to the people, outside of the cities, for the expense incurred? What general good will accrue from this fostering of secondary education by the State in the manner set forth?

We answer that no tuition should be charged to residents of the county or district in which such school is situated, simply requiring applicants to be well posted in all the fundamental branches as a condition of eligibility, and to pass a rigid examination in the studies of the grammar grade on entering. In this way the counties would receive back in tuition about all that would be drawn from them, in the shape of tax—a fair exchange.

But the greatest benefit resulting from such schools would be the reflex influence on primary education by furnishing *better* teachers for these lower grade

schools. The great mass of teachers have to be and are furnished by the secondary institutions of the land. Normal schools do well in proportion to their number in supplying teachers, but their number would have to be multiplied a thousand fold to adequately fill the demand.

The drill received in the primary schools does not qualify competently anyone as an instructor, so the higher schools of the country must be looked to, to supply the great body of educators. There are 231,000 teachers, in round numbers, in the United States. The far larger proportion comes from the secondary schools. Then if the State has the right from public necessity to establish and maintain primary schools, surely the same necessity would require the establishment and maintenance of a sufficient number of higher schools to furnish competent instructors for the lower—for without these auxiliaries the object for which the primaries are established could not be accomplished, and the same argument would hold for the founding of a university for the officering of the secondary.

Hence positive good would accrue to the State by fostering these middle institutions. The very existence of the State depends upon an enlightened and law-abiding people, intelligence is its support, and knowledge the corner stone. Then every argument that can be adduced in favor of primary education applies equally well for that which makes the primary effective, and when we remember that there are thousands upon thousands of criminals and paupers sent to our country yearly, their passage paid—that we are the recipients of the refuse population of the old world, and that these people and their children must be assimilated and educated, or else become a dangerous element in our body politic, we recognize what a strain is put on our educational system, that we need the best men and women of our land as teachers to lighten this mass of ignorance and prepare it for intelligent citizenship. Indeed, we sometimes think the task is greater than we should undertake, and that laws should be enacted and enforced preventing criminal and pauper immigration to our shores lest its continued influx should undermine our liberty in spite of our free education. Surely the State receives back many fold in the labor of its army of educational workers for the outlay in support of these secondary institutions.

These schools fully equipped and sustained could soon do the work which is now done in the first year of the University, then by establishing a sophomore matriculation the University course could be shortened to three years for Michigan students. This extra year's work accomplished at the homes of the students under parental influence, and thus making one year less away, would be an advantage both morally and financially; or when the times demand a higher cultivation than we now have the University itself could advance one stage upwards.

My main plea for the founding of a few good secondary schools as a recognized part of the State system is in the interest of economy for the people, and more thoroughness in regard to scholarship,—that the majority of our graded schools should attempt a little less in extent and do the work more critically. It would surely cost less to the people in the aggregate, and at the same time relieve the burden of local taxation to efficiently equip a sufficient number of really first class high schools than to attempt to support three to six times as many, as we are now doing.

Indeed we can see no good reason why this change should not be *the next* step in our educational progress. We will close with an extract from an essay

written by Thomas Hunter, Ph. D., President of the Normal College, New York city.

“You are all familiar with the sudden rise of Germany to the foremost rank among the nations of Europe. The secondary and higher schools performed the work of elevating in one century a petty principality, the Electorate of Brandenburg, into the mightiest monarchy of modern times. It is not the extent of territory that constitutes a nation’s strength; it is not even the vastness of its population that gives it rank among the nations of the earth; but it is the number of intelligent and skilled workman that it possesses. And whence come intelligent and skilled workman to develop our resources? They must come mainly from the secondary and higher schools, and it becomes therefore the imperative duty of a wise government to foster higher education. Wise and able rulers of men have always made ample provision for the education of their people. The histories of Charlemagne, of Alfred, of Frederick, of Peter, of Napoleon the great, show that they sought to make their kingdoms and empires powerful by the diffusion of knowledge among the masses of the people. Charlemagne imported scholars from Britain; Frederick the Great supported and extended the normal system during the throes of a great war; and Napoleon stated on the island of St. Helena that had he been permitted to reign he would have made every workman in France an artisan, and every artisan an artist. In the words of John Q. Adams, ‘shall the republic be outstripped in the march of education by the kings and potentates of Europe?’ I think not. The republic was established by the intelligence of the people; it was saved by the intelligence of the people; and it can only be perpetuated by the intelligence of the people; and in order to maintain an intelligent people, secondary and higher schools must be created and fostered by the State.”

The President announced as the committee on the revision of the constitution, Profs. Putnam of Ypsilanti, Sill of Detroit, and the Secretary elect.

FRIDAY MORNING SESSION.

After devotional exercises by the President, a paper was read by Prof. Lewis McLouth of the State Normal School, on

THE EXPERIMENTAL TEACHING OF NATURAL PHILOSOPHY.

In fulfillment of a promise last year broken—but perhaps fulfilled best when broken—I rise to present for your consideration as well as I can, a plea for the *experimental method of teaching natural philosophy*. What I shall say will be to some extent applicable to chemistry and, so far as the method urged is concerned, to botany and all the branches of natural science. I undertake the task diffidently, greatly fearing that I shall not be able to do justice to so important a subject; for in the whole field of methods there is hardly one of greater importance. Among all the branches taught in the schools I believe there is not one more unphilosophically taught than natural philosophy. With other branches our teachers try to pursue more or less strictly rational methods; but here rational methods are ignored or thought to be inapplicable. How often, yet, do we hear people say—sometimes even those who call themselves teachers—“Natural philosophy has been taught without experiment or apparatus, and can be again.”

So fields have been cultivated without plows; books were made before the printers' art was known; people traveled and sent messages before railroads, steamboats and telegraphs; but it does not follow that plows and printing presses, and steam engines, and galvanic batteries are not therefore to be valued or used. It is true that classes have learned natural philosophy, so called, very many times, without apparatus or experiment. The verbal memory has thereby been cultivated by the memorizing of formulas of words, often, it is true meaningless, second hand facts have been learned, and *sometimes* the reason has been trained by the exercise of generalizing these fictitious or at least hypothetical facts, and in this sort of way some little understanding has been gained of the phenomena and laws of nature, but a poor, uncertain, and often incorrect understanding. One gets some kind of knowledge—though a rather unsatisfying one—of a banquet by reading the bill of fare; by reading descriptions, and studying pictures, one may get a sort of notion of Yosemite or Niagara; by hearing them described one may learn something about a song or a concert; and a blind man may think he knows how a rainbow looks by hearing people talk about it. How much better, though, to visit the Yosemite valley or Niagara, to taste the dinner, hear the music, and see the rainbow! When by the old way we have thought we were teaching natural philosophy, chemistry and so forth, by requiring our pupils to read about them merely, we have been simply teaching something of the *history* of those sciences. One may learn something about the *history* of astronomy without ever seeing a telescope, or a star even, or without studying mathematics. One may read with more or less of profit the history of music as an art, and learn something about the theory, without being able to distinguish one tone from another, without indeed being able to hear at all. So one may study—as many are doing—the *history* of physics and chemistry without knowing very much about those sciences themselves. Experience in the examination of pupils seeking an advanced standing in the Normal School, as well as in the examination of my own pupils, has taught me over and over again that there are many more who are able to tell me something about the history of the invention of the steam engine, or the telegraph, than can convince me that they have definite knowledge of the construction and mode of operation of these contrivances. More can tell me something about Galileo's swinging cathedral lamp than can state properly and understandingly the laws of the vibration of the pendulum. They have considerable hearsay, theoretical information, but very little practical,—no training in observation and not the slightest notion of induction. When the seniors of the longer courses in the Normal School, only four months before graduation, come for a little instruction in astronomy, I have been in the habit of quizzing them somewhat concerning their general knowledge of astronomy, both for the light their answers throw upon the subject now under discussion and in order that I may grade my instruction to their needs; and though the classes are made up of as intelligent and promising young people as you often find,—many of them graduates of high schools, and now and then a college graduate,—I have never been able to find more than one in six at best who knew that the aspect of the starry heavens changes month by month during the year. They will likely all know that Newton and Kepler and Copernicus were great astronomers, and that each in his day discovered something. They all know that the earth rolls on its axis daily, and travels yearly around the sun, that Leverrier discovered a planet by his mathematics, and that Watson every now and then chases down an asteroid; but few of

them have discovered by the use of their own natural eyes that the Great Dipper is in different positions in the northern skies, at the same hour of the night in March and in September. Of the *history* of astronomy they know something; but of *real* astronomy, such as the Chaldean shepherds learned by using their eyes, they know absolutely nothing. This and similar facts that must have come to the notice of all experienced teachers are certainly instructive as throwing light upon a mode of study fostered in our schools, under which even the most objective branches are made subjective, under which physical laws are taught as if evolved from the inner consciousness rather than from experiment, under which *things* are not so much taught as books, and under which both things and thoughts are effectually hidden by words.

We may, perhaps, be assisted in this discussion by recalling the objects aimed at in the study of Natural Philosophy and kindred branches.

I. First, in point of time though not in importance, we desire to store the minds of our pupils with a knowledge of useful facts and principles.

II. Second, we aim at mental discipline by the exercise of reasoning upon these facts and generalizing them into principles.

III. And third, it seems to me we *should* aim at training the physical senses of our pupils, and those mental faculties that are concerned in perception, and

IV. An important end is to be gained for our pupils in the direction of hand culture and in skill and ingenuity in doing manual work.

Now with Natural Philosophy as with kindred branches there are two methods of teaching: the *method* of *authority*, as it may be called, and the *method* of *investigation* or *experiment*. "The first," as Prof. Wilson of Rugby says, "starts with what we call the principles of the science; announces laws and includes the facts under them; *declares* the unknown and applies it to the known." "The second starts with the concrete and works up to the abstract; starts with facts and ends with laws; begins with the known and proceeds to the unknown. The first method is by far the easier, but the second is by far the better." (J. M. Wilson, M. A., F. G. S., F. R. A. S., Assistant Master at Rugby—Fellow of St. John's College, Cambridge.)

Now I propose to give, as best I can, some reasons for preferring the second or experimental method.

First. Knowledge must precede science, since science is itself classified knowledge. There must be a broad array of facts before scientific methods can be applied. Induction always proceeds from particulars to generals, and this order can never be reversed. The facts of natural Philosophy must be known before the laws which are inductions from them can be known; they may be *stated*, but cannot be *known*. This is the way in which all the inductive sciences have year by year and generation after generation been developed; and whether the profound analogy that exists between the growth of scientific knowledge in the race and in the individual shall or shall not dictate to us an infallible method of procedure in all our work of instruction, it is certainly not without weighty suggestiveness to every thoughtful teacher. Prof. Wilson further says: "Generation after generation of men passed away, and the world patiently accumulated experience and observation of facts; and then sprang up in the world the uncontrollable desire to ascertain the sequences in nature, and to penetrate to the deep-lying principles of Natural Philosophy; and the same desire is based in the individual on the same kind of experience. Where there is a wide knowledge of facts, science of some kind is sure to spring up. After centuries of experience the *Philosophiæ Naturalis Principia* was published."

These knowledges, at first isolated and unrelated, have been assorted and classified by the race, and at last woven into science; and we cannot but believe that the individual must follow along the same path. He may travel this path faster than the race has traveled it, avoiding its loops and digressions, aided and prompted and stimulated, as he should be, by the hints, and suggestions, and warnings of the wise teacher; but the same path we doubt not he must follow. The modern traveler may by aid of carriages and bridges, and steam, go much *faster*; but he must go over the same road along which the weary pilgrim plodded staff in hand in the ages past. We may cross the ocean now much quicker than could our ancestors; but we must be tossed by as many waves in the passage and sail by the same old stars.

Second: I prefer the experimental method on the broad ground that phenomena addressed to sense should be studied *through* that sense, that the objective should be studied objectively, that a language addressed to one faculty should be attended to by that faculty: in other words, that we should not try to *see music*, or *hear color*, nor should we try to compel our pupils to *smell* with their *fingers* or *taste* with their *nostrils*.

Third: I prefer the experimental method because that alone is in accord with the acknowledged maxim of teaching, which commends a drawing out process rather than a pouring in; because it is so much better that a pupil *find out* a truth than be *told* one; because *knowing how* to learn is so much better knowledge than learning itself. By the experimental method one sees the phenomena with his own eyes, and makes his own inductions; while by the other he is *told* what some one else has seen, and learns what some one else has thought. His own thoughts may be poorer than another's thoughts, but educationally his own are worth more to him.

Fourth: I urge the method by experiment because it gives more exact and certain knowledge, and makes deeper and more lasting impressions. "*Seeing is believing*," is the old adage, and never truer or more applicable than in the work of teaching. A fact in history we may be obliged to take on trust, because we can do no better, and so in geography and in other branches necessarily to a great extent. But no one who is acquainted with the way the mind acts,—no one who has observed even slightly his own consciousness,—can deny that a fact presented directly to his own perceptions makes a more certain, definite and lasting impression than one representatively perceived. There is little doubt that though our own eyes and ears have often deceived us, still we are more inclined to trust them than we are the eyes and ears of others. Pupils often come up to my examinations,—as certainly they have to yours,—who can state accurately, for instance, the laws of falling bodies or of the reflection of light; but upon closer inquiry the formulas of words they so readily utter are found to convey to their minds an erroneous meaning or none whatever. But when afterwards these pupils have some opportunity to investigate for themselves, when they are brought face to face with the actual facts of nature, when they can see with their own eyes, and hear with their own ears, and make their own inductions, then uncertain and blind faith becomes knowledge, and knowledge definite and exact. Prof. Todhunter, of Cambridge, England, the author of some mathematical text-books, in one of his essays strangely scouting the idea of teaching natural philosophy experimentally, says that "though a fact presented directly to the sense may be said to make a stronger impression upon a boy through the medium of his sight for instance, and that he will believe it the more confidently, still I say," says Prof. Todhunter, "that this ought not to be the case. If the boy does not believe the statements of his tutor,—

probably a clergyman of mature knowledge, recognized ability and blameless character,—his suspicion is irrational, and manifests a want of the power of appreciating evidence.” These words sound strangely, coming to our ears from one who occupies the chair once filled by Newton. So three hundred years ago “the clergymen of mature knowledge, recognized ability, and blameless character,” said to Galileo when he refused to believe the *ipse dixit* of Aristototele. So they cursed him and his leaden pellets when from the leaning tower of Pisa he discovered by experiment the true law of falling bodies, which the world had never known before, and which it would not yet know if all pupils were such as Prof. Todhunter says they ought to be. Professor Roscoe, of Owens College, Manchester, mildly says in answer to the Cambridge doctor: “As well might it be urged that it is quite useless to visit a foreign country when a description by a conscientious traveler can be read so much more easily.”

And I have no doubt that much of the time and money wasted by men in the foolish endeavor to contrive “perpetual motions” and other impossible for impracticable machines is justly chargeable to the *book* method of teaching natural philosophy whereby knowledge is inaccurate, dim and uncertain. Neither do I doubt that much of the money now thrown away on worthless modes of protecting our houses from lightning, or on inadequate contrivances for heating and ventilating them, or on worthless “patent” tools, might be saved if natural philosophy were taught as it ought to be by the method of experiment.

Then there is a wide and very important difference between the principles of physics as they should be by theory and as they really are by trial. The theoretical water pipe will not in practice drain the farmer’s wet land; the theoretical amount of water will not turn the actual wheel; the real pulley will lift a good deal less for the mechanic than the theoretical one of the books; the real lever, unlike the theoretical one, has weight of its own that may act for or against the power, besides it is not absolutely inflexible, and the material of which it is made has its limit of strength; the lever in equilibrium, too, is a vastly different matter from a lever doing work.

For practical, certain and trustworthy knowledge, then,—knowledge that is *known* altogether,—let us have the facts and the principles of natural philosophy taught by the experimental method.

Fifth: I would employ this method for the obvious reason that it is best calculated to arouse the interest and the enthusiasm of pupils. Any teacher knows how easy a thing it is to keep the attention and the interest of a class while performing experiments. How much more interest a pupil always has in seeing an air pump, or an electrical machine or a prism, or a lever even, or a steam engine in actual operation, than in simply reading about them! And interest on the part of pupils we feel to be an almost indispensable condition to successful study. But the redoubtable Todhunter again comes to the front with this statement: “It may be said that a boy takes more interest in the matter by seeing for himself, or by performing for himself, that is, by working the handle of the air pump; this we admit, while we continue to doubt the educational value of the transaction. The boy would also probably take more interest in football than in Latin Grammar; but the measure of his interest is not identical with that of the importance of the subjects. Certainly a boy may take great interest in a thing of little use to him, but is there great harm done to him if he can be induced to take interest in pursuits that are benefi-

cial? If any teacher could succeed in making a boy feel as much interest in Latin grammar as in his football, would there be great harm done to Latin scholarship?

Professor G. C. Foster, of University College, London, a much better authority, says: "The great secret of effectual teaching in any subject is to excite the pupil's interest, so that instead of being passively receptive, and regarding it as his teacher's business to make him learn, he may actually exert his mind in order to understand the matter in hand. In the case of physics no method is nearly so efficacious for this purpose as that of letting him make apparatus, and try experiments with his own hand.

Sixth: And lastly, I would urge the experimental method as being infinitely better adapted to cultivate and train the pupil's eye, ear and touch, and, in fact, all the senses, to keenness and precision of action,—the eye to see quickly and accurately, the ear to hear with exactness and the fingers to have the "*tactus eruditus*," the learned touch which is so useful in all avocations. An overwhelming majority of our pupils are in after life to earn their bread by the work of their hands,—the boys by the plow, the reaper, the plane, the trowel, the hammer; the girls, by the sewing machine, the broom, the thimble, the scissors, the culinary utensils. And it seems to me that the manual skill in doing, that the trained vision and touch which may come of the making and manipulating of instruments of experimentation, are advantages which should not be overlooked. If our pupils while yet in the public schools could be given even a little systematic manual culture, they would be thus conducted a step in the direction of special preparation for that work which is the inevitable lot of most; and many of our boys would happily have their attention diverted from the overcrowded professions, where so many are to meet only with disappointment and failure, into fields of manual usefulness and success.

But some object that this process is slow; that while a pupil is working his way slowly through mechanics experimentally, a class by the old method would have got through the book. This getting "through the book" is the bane of our schools. When will our pupils and the people, when shall *we* learn that a little thoroughly learned and learned in the proper manner is worth incomparably more than many things half learned? If we take into the account the only things that should be considered, namely: thoroughness of knowledge and the ability to acquire more, the experimental is not slower than the old method.

Prof. Wilson says upon this point: "Even if in the old way a greater number of facts could be learned, it would be far inferior to the method of investigation. A master must never forget that his power of teaching facts and principles is far inferior to a willing pupils' power of learning and mastering them. I will repeat," he says, "that a boy can learn when he knows how to learn, far more than a master can teach." And Prof. Foster says, "The very slowness of the progress which this method makes unavoidable, and the length of time during which a single phenomenon and the conditions of its occurrence are necessarily kept before the mind, are, from an educational point of view, no slight advantages."

Other teachers object to this method that it requires apparatus, and that many of the schools have none, and the rest but little. I confess all this, and that the objection seems to have force. Still I believe that the more experienced teachers will agree with me that the conviction is strengthening itself in our minds more and more each year, that about all the natural philosophy that is

of much advantage to our pupils is what they learn experimentally, and that if you cannot teach it so, you might about as well leave it out of your courses of study. And then, farthermore, many of the facts in natural philosophy upon which we are to reason, and which are the basis of our inductions, have already come within the experience of our pupils, and we only need to call attention to them.

Much of the work here is only to teach the pupil the names we apply to phenomena already well known. Moreover one does not know until he has made an earnest trial how completely the need of apparatus for experiment can be supplied by his own ingenuity and handcraft, assisted by his pupils. Nearly every principle in natural philosophy can be investigated experimentally by means of materials within the reach of all, or by means of instruments that nearly every teacher can make. The pieces may not be very ornamental, they may not shine with varnish and burnished brass; but from their very simplicity and freedom from non-essential intricacies they are all the better. Perhaps the grinding of lenses, and the construction of delicate and difficult optical instruments better not be undertaken. I know of some teachers in the State, however, who have succeeded even here.

The trouble has been that teachers either by reason of distrust in their own mechanical ability, or because they have had too much faith in the old method of teaching, have not tried to make for themselves even the simplest pieces of apparatus, and sometimes have not even taken proper care of what was made for them.

I think also that so far as possible pupils should not only assist in making apparatus and in using it, but they should be induced to make independent experiments for themselves. Boys, especially, are born natural philosophers; and a judicious teacher can easily engage them in a work of independent experiment that will not only be of great service to them in the study of natural philosophy, but that will also keep them from certain other species of *independent* experimentation, neither profitable to them nor comfortable to the teacher. I will close the discussion of this topic by another paragraph quoted from Prof. Wilson's invaluable essay: "When the teacher," he says, "requires his pupils to learn principles first, and then himself illustrates these with experiments, he fails in one thing, the pupil is helped over all the difficulties; he is never brought face to face with nature and her problems; what cost the world centuries of thought is told him in a minute; and the one power which the study of physical science ought preëminently to exercise and almost to create, the power of bringing the mind into contact with facts, of seizing their relations, of eliminating the irrelevant by experiment and comparison, of groping after ideas and testing them by their adequacy,—in a word, of exercising all the active faculties which are required for an investigation in any matter,—these may lie dormant in the class while the most learned lecturer experiments with facility and explains with clearness."

In concluding this paper which I have made too long because the time was not long enough to make it short, and in which I have tried to say so many things that I fear I have said them imperfectly, I wish to call the attention of teachers to two or three works that I believe will be great helps to any who may undertake, as I hope many will, to teach elementary physics by the experimental method: Cooley's *Easy Experiments in Physical Science*, small, cheap, very elementary, but very good as far as it goes: Pickering's *Physical Manipulations*, two volumes thus far published. This is a much more pretentious work,

goes into the subject a good deal more fully, is designed for advanced classes in laboratory work, and is especially valuable as it makes the experiments described quantitative in their determinations as all systematic experiments should be. These volumes are of great value as guides and helps for teachers. The Appletons have recently published a little volume by Mayer & Barnard which treats the difficult subject of light experimentally by means of very cheap, home-made apparatus. Besides instruments for investigating the laws of reflection, refraction, polarization and decomposition of light, there are detailed directions for making a heliostat, a solar microscope and all the apparatus for lantern projections at insignificant cost. I have not yet myself been able to test the practicability of the apparatus described, but feel great confidence in Prof. Mayer's statement that it can all be made and worked satisfactorily.

The Appletons have also republished Tyndall's "Lessons in Electricity at the Royal Institution," an inexpensive volume which does for Electricity about what the last does for light.

Pepper's "Play-Book of Science," and "Cyclopædic Science," will be found of some value as suggesting interesting experiments; but they are unscientific in method, and are designed more for striking exhibitions than for instructive experimentation. *Experimental mechanics* by Robert Stowell Ball, of the Royal College of Science for Ireland, published by Macmillan & Co., London and New York, is a splendid work, altogether experimental in its method, beautifully illustrated and sufficiently exhaustive, so far as the dynamics of solids is concerned. But the prince of all works treating upon practical experimentation in elementary physics is Adolph F. Weinhold's huge and expensive volume of nearly nine hundred pages entitled "*Introduction to Experimental Physics*." An English translation by Prof. Benjamin Loewy is published by Longmans, Green & Co., of London, and can be got for twelve dollars. I have not heard of its republication in this country. From Prof. Foster's preface to the English translation, I have quoted some paragraphs in this paper. The work itself is a monument of German care and minuteness of detail. It treats of the whole subject of Natural Philosophy from Mechanics to Magnetism. It starts out with a very few simple materials and by means of figured illustrations drawn to a scale of actual measurement and by means of descriptions that are wonderfully full and minute in all conceivable details, shows a student how he may treat, experimentally, the whole subject of natural philosophy, making, as he goes along, not only all his apparatus, even to a spectroscope and a telescope, but also showing him how to make the very tools he uses. It is a boundless store-house of practical information, such as no one but a German has ever had the patience to provide. To any teacher who really desires to teach natural philosophy experimentally there is no single work within my knowledge so helpful as this.

Thanking you for your patient attention for so long a time, I close, trusting that many of you feel with me the need of a great change in the current modes of teaching this very important branch of study, and that we may work together to effect that change as soon as may be.

ABSTRACT OF DISCUSSION, BY PROF. W. J. BEAL OF THE AGRICULTURAL COLLEGE.

Prof. McLouth has shown in a forcible manner the folly of attempting to go through books on science without at least some experiments by the pupils. We must give up the idea of trying to go over so much ground. In the physical

and natural sciences more time must be given to actual work in original investigation, or in investigations which will be new to the students. This will develop power, independence, and enable the student in after years to work alone. Chemical laboratories are everywhere now thought to be an absolute necessity in teaching chemistry. The same will soon be true of physics and zoölogy, geology, botany, etc. For the latter studies well equipped laboratories are as essential as they ever were for astronomy or chemistry.

The kindergarten was a move in this direction. In my opinion, the outside world has had much ground for believing that there is too much theory and too little practice in our school. But, we are rapidly changing for the better in this respect. There are many difficulties yet to be overcome. We need trained teachers in science. The people must be shown clearly, forcibly, and repeatedly that schools to do good work in these sciences must have better teachers, and more of them, and that they must possess and use more apparatus with opportunity for the pupils to use it. We must get rid of the notion that one person can teach as many pupils in physics as he can in Latin or geometry. We must not neglect the culture of the mind, but the hands need training as well. We can and should encourage parents to procure a few good tools for their children. With these they can make some simple pieces of apparatus. They will become attached to home and learn to be handy in many places in life. Mechanical skill is valuable to every man and every woman, every day of his life. Nothing will make a person more independent on more occasions. This need not hinder, but may go hand in hand with knowledge acquired in the school-room.

On motion of Superintendent Jones it was agreed to appoint a committee of three to arrange for reduced railroad fares for the next year.

Prof. Jones of Chicago presented the claims of the educational department of the Chicago Evening Journal. Superintendent Thomas spoke in favor of the enterprise, and offered the following resolutions, which were adopted.

Resolved, That since in the economy of free government the cause of education is of supreme importance, this association, composed of friends of the public press, respectfully urge upon it the duty of using as great diligence to collect and disseminate educational news as it bestows upon other subjects.

Resolved, That the recent action of the Chicago Evening Journal, establishing an educational department, organized like its commercial, marine, city news, agriculture, and other departments, with its own editor and reporters, is worthy of strong commendation as an example that we hope to see generally imitated.

A paper was read by H. D. Harrower, Esq., entitled

A FIELD VIEW OF THE SCHOOLS.

In his study of the intellectual development of Europe, Dr. Draper tells us that the intellectual and industrial greatness of the English people, the Principia of Newton not less than the engine of Watt, and the loom of Arkwright, are the direct and natural results of the Gulf Stream and the humid airs of Britain.

Historical philosophers have always held that the physical environment has great influence in molding the character of a people, that the intellectual type can with a great degree of certainty be predicated upon a knowledge of climate and physical surroundings. Thus the marshy plains of the Netherlands, the sunny skies of Italy, the blue airs of Greece, and the wild desert plains of

Arabia have each given to their civilization a distinct local cast. Islands and peninsulas have in all ages furnished the world with most of its typical peoples.

Reasoning from such premises, we may safely conclude that if any State of the American union is to develop a distinct type of citizenship and institutions, to be a real commonwealth within the republic, self-contained, rounded, complete, that State is Michigan. Practically the peninsula is as insular as Britain. It has its own characteristic climate, its lake systems within the larger system that hedges it in. Surface, soil, geological formation and natural resources are all continental in their character. No other State presents such a field for the rearing of a class of men and institutions peculiarly its own.

But another element enters largely into the character of all new communities. Dr. Draper would not deny that the Anglo-Saxon of to-day bears marked traces of the qualities which his ancestors brought with them centuries ago from the sea-washed plains of Schleswig-Holstein. This ancestral type is always a large element in the character of a people. We find that the men and women who made up the great majority of Michigan's early settlers were of a decidedly individual type of character. They were mainly from New England and New York. Their only legacies were the town meeting and the common school. Civil liberty, local self-government and public education were the leading articles of their social code. Everything tended to strengthen and confirm these traits of character. Situated between the two great highways of western emigration, the straits far to the north and the national road far to the south, the early settler had little to tempt him to leave his own oak-openings for the fabulous prairies of the Mississippi valley. He came to stay and he saw none but neighbors. For years there was no highway of travel in or out but across the lakes. Then came a solitary land route to the extreme southeast through the lake marshes of northern Ohio, and another to the extreme southwest through the lake sands of northern Indiana; and these were the only highways to landward until the State had a population of over a million.

Here we have a people of a fixed ancestral type, the best that a natural selection could send to the Peninsular State. We find them choosing a field for the development of their cardinal ideas where they will be the least disturbed, where nature has cut out of the continent and framed in a circlet of great inland seas a lesser continent with its own climate and soil, its peculiar atmosphere, its distinct geology, limitless in its resources, a fit arena for an ideal race of men. From such conditions, physical and ancestral, has come a character notable throughout the history of the State. During the early years and largely up to the present time, we find the influence of heredity more marked. In political institutions we find it giving us the extreme of personal liberty with little regard to centralized order; local self-government with hardly any uniformity of practice; a strong people, a weak system.

Public position and dignity, with the trappings of authority, have been of little account. The Governor of the State has been paid merely a nominal salary; her public offices have never been worth seeking for the emoluments of place; her judges have supported no ermine; her capital no court; her local administrations have developed few, if any rings; the office-holder has had little to be proud of except his integrity, and the honest citizen little to make him ashamed. Of governmental system there has been little in the sense of an hierarchy of power with its retinue and retainers, its cliques and its clientage. Citizenship has been to a gratifying extent, the post of highest honor, and public service a duty as well as a reward.

Still, I would paint no Utopia. While Michigan is pre-eminently a free State; freedom requires wisdom for its right exercise. Eternal vigilance is the price of liberty, and men are not always willing to pay the price. Economy sometimes shades into parsimony, and thrift merges into meanness. Distaste for public service becomes indifference to public honor. A disrelish for officialism concedes everything to the professional politician. Disgust of place and place-seeking yields undue acquiescence to accomplished finesse and comprehensive corruption. The extreme distribution of responsibility leads to lax administration. Local independence leads to local wants and special legislation. General principles and systematic legislation have not characterized the policy of the State. There are as many kinds of municipal organization as there are cities and villages, and only recently has there been any attempt at a general law. The tax system is confessedly bungling and fragmentary; the railroad law is a makeshift, and the judicial organization has been the sport of legislatures. Still in all these things we have realized the best oftener than the worst that was possible under such laws, and certainly far better than we have deserved. So I am happy to believe these things natural stages in a natural healthy growth and am content to await the long result of years, the wisdom that comes of experience, the superb equipoise of liberty and law, the free man in the free State, the integral citizen of the peninsular commonwealth that will crown the centuries.

With the town meeting the new citizen of Michigan brought the common school, and the history of that system has been very like that of the political system. The tendency to local independence has been much greater than toward organized control. The State has been of but little moment, the district of great importance. Little by little, the influence of environment has been asserting itself; by small degrees the commonwealth has grown to be an element of importance in educational thought. The sea and the sky have driven the scholar to think of his State as the real unit. He has not become less independent; but he is becoming more cosmopolitan. And so the element of heredity is not growing weaker, but the element of environment stronger. Any view of the school in the State which does not take into consideration these factors of its growth is very likely to be a mistaken view. There can be no wise study of the past and no safe forecast of the future without them.

The State of Michigan as yet can hardly be said to have a school system. The school law is hardly more than an enabling act. So far as it is prescribed by the letter of the law, the school system is as varied as the municipal system, as temporary as the railroad system, and as fickle as the judicial system; while, except in its permissive features no part of the statute law is as meager, indefinite and nerveless. Happily, the people have looked to the law to learn what it permitted rather than what it compelled them to do for the schools. Happily, too, whatever else the law said or left unsaid, it has always said to every community, "Have just as good schools as you will, and you shall have ample warrant in law and the support of the courts."

Perhaps there is no one thing that so surely indicates the capacity of a people to enjoy freedom as their ability to make up for unwise or partial legislation by wise and comprehensive administration. Whatever may be the case with European systems of education, it is more or less true of every American system that it exists partly in statute and partly in tradition.

Its legal warrant is not all specific and mandatory. It is more or less permissive and enabling in its character. Outside the law there exists a mass of

tradition which is a safer bulwark of the system than all the law. The law states the minimum of requirement or prescription and leaves to the community and its designated agents large liberty in the way of extending and elaborating its details. We can easily conceive of a school system resting almost entirely upon permission and precedent, yet as exact, definite, and inviolate as the unwritten constitution of England. The main question is how freely the people comply with the requirements of the law, and how fully and uniformly they take advantage of its permissive provisions. It is unnecessary to say that the school in Michigan has not always had the benefit of wise administration to make up for defective legislation. And in some things the law has made wise administration difficult, if not impossible. Extreme subdivision of districts and consequent distribution of responsibility until responsibility vanishes, have given full play to ignorant prejudice, local jealousies, and neighborhood antipathies. The school has also had to accommodate itself to the bitter necessities of pioneer life; to the fierce struggle of man in subduing nature; to the chilly, unfriendly greeting of the miasma. It has had to recognize the forest and the farm, the lake and the lumber-woods as factors in the lives of the people. It could not be arbitrary. It could not be the one inflexible, inexorable element in the community. I know there are some in these days of reaction who fear for the future of the schools. I have heard and almost sympathized with those who have from the depths of bitter experience and disappointment longed for a strong centralized system, a definite code of laws, a prescriptive statute, at once crystallizing the whole school service into military rank and file. I do not believe such a thing could be. If our philosophy of the growth of the State and of the school in the State be at all true such an exotic transferred to her soil would soon wither and die. We shall some day have the strong, self-centered system, symmetrical in its proportions, comprehensive in its unity. But these things come not by prescription, and we may not see their day. The school has come down to us, as we were and are; to the State, as she is and must be. Such as it is we must deal with it. Such as we are, not as we might be, must we mold it with the advancing years. It is the most natural thing in the State, the most characteristic product of her ancestry and her surroundings.

Since, then, the public school system of Michigan has been and must be a growth, it is of the utmost interest to study that growth and note its conditions and history. From the first the whole common school fabric has rested upon the primary school law. Artificial distinctions of district schools and union schools are of little account. Special charters are as often a hindrance as a help. At the bottom of the whole irregular superstructure in the simple permissive features of the primary school law rests the surest foundation of the system. And right here I am free to say that, leaving out of the discussion what should be district unit, I believe every school district in the State, with the possible exception of the larger cities, would be better off to-day if it were organized under this simple law, with every special charter swept out of existence and the administrative powers of the present Union school board conferred upon the primary district officers. The larger cities would be better organized under some general law like the Howell incorporation act, but that is simply a detail of administration. It could secure no rights that are not guaranteed by the primary school law itself. Some of the best graded schools have never changed to the Union school organization. There are probably few graded systems in the State that better meet the wants of their communities than those at Traverse City, Elk Rapids and Hancock. Yet these are main-

tained under the same law and with only the same number of officers as the smallest country district in the State. When we can have whole townships organized into single districts under this simple statute, one of the greatest obstacles to good administration will be removed; and the change of a single word in the law will enable any township to do this at pleasure. Change "nine" to "thirty-six" in one section of the school law and the township district system is in the hands of its friends. So elastic is the school law. So comprehensive are its simplest statements.

But while, under the law, all our schools are primary schools, perhaps the most natural division of public school work is into primary and secondary schools; assigning to the primary school the first six years of school work, and to the secondary school the remainder of the course. The secondary schools would, in turn, be divided into lower and higher secondary schools, corresponding to the German real-school and gymnasium. This division would be on the score of the breadth of the work done, rather than on account of the length of time covered by the course. Thus the upper grammar grades and the English high school, more or less extended, would constitute the lower secondary school. The higher secondary school would never displace the lower secondary school, but would supplement its general course with full special courses preparatory to the university and its professional schools. With the township district system in force, the primary school would be the sub-district school everywhere; the lower secondary school would be added to the primary grades in the township and village graded schools; and the higher secondary system would be established only in the larger cities. To some such system as this I think the public schools of Michigan are tending. In this State there is no argument for the primary school that does not with equal force apply in support of the highest grades of the secondary school. They stand or fall together. The argument for the higher school is the argument for any school; no more, no less. The "high school question" is not different from the school question, pure and simple. The difference between these parts of the system is one of degree, not of kind. There is no warrant for the public school in the common law. Concede the *right* of the State to educate, and you concede her right to educate as far as the majority will allow. Deny the *right* to maintain the secondary schools, and you deny the right to maintain any and every school. They who seek a separate, distinct argument for the higher schools seek in vain. But while this is true, and because it is true, it is of most vital concern to the people, and of the greatest importance to the school, what the character and tendency of the secondary school shall be. The school question in Michigan is a question of majorities, and sooner or later the majority will be found ranged on the side of wise administration and common sense.

In the Kalamazoo high school case the supreme court based its decision in favor of the school upon the primary school law. But the case was only half won in the courts. After all was done and the decision rendered, the issue, as tersely put by a member of the board of education, still was "Fill up, or shut up." In other words—make the high school such that the people will demand its continuance. Make the work in the lower grades such that the true high school will be but the natural flowering of the primary system. Build up the high school from below. Thus the question was taken out of the courts and given to the people, and a wise administration of the public trust brilliantly won the day. And so in every part of the system, whenever you pass beyond the three months' school per year required in the constitution, the existence of

the whole fabric depends upon the wisdom with which the public trust is administered. If, therefore, we are ever to have a consistent and uniform system of secondary schools, it will be largely due to the wise and proper management of the primary schools. Thus the circle of interest and responsibility is complete, and I cannot conceive that any one connected with the affairs of public education in Michigan can be indifferent to the success or failure of the school system in any of its parts. Inevitably we have been inclined to an extreme division of interest in our work. That we live in Michigan is evidence enough of this. We have had too many professors, too few educational students; too many part-workmen, too few ready and thoughtful men of affairs. The true division of labor is intelligent, not mechanical. It may take nine men to make a pin, but it ought not to take nine men to have an idea. One can mind his own business too well.

This isolation of parts and lack of general interest in the whole system on the part of its members is strikingly seen in the organization and administration of the higher and special schools of the State, and is not less noticeable in the common schools with which the special schools are more or less intimately connected.

And here I shall speak of an influence which I have already delayed too long to notice, a force which directly or indirectly, has from the first been operating upon the school system, partly from without that system and from above it. I refer to the State University. The University came into the school system as a trust. Its proper administration has been the highest test of the ability of a State rightly to conduct a scheme of liberal higher education. The representative of the whole commonwealth, it has voiced the supreme conviction of the people that the highest duty of the State is to educate. That one thing, settled into an absolute conviction, has been of inestimable value to all the schools during all their history. And so the University, though coming mainly from without, expressed and gave emphasis to the inherent tendency of the people. But for years the the University was content to be a great school after the pattern of the great schools of the east. It held little more relation to the school system of Michigan than Harvard or Yale hold to the school systems of Massachusetts and Connecticut. Its direct influence has always been a constant factor in our growth, but in so far as it led us to think that the beauty and sweetness of culture was something away above us and outside of us, it failed to appreciate its true relation to our schools. Transcending its obligations to the legal profession, or the medical, or even the dental, were its obligations to the educational profession. Within its halls the problem of public and popular education should have been studied and the conditions of that problem in the State should have been taught. Whatever else he learned, every son of Michigan who came under its influence should have been taught his duty to the common school. Ranking all other chairs should have been the professorship of public education, and shoulder to shoulder with the great chancellor should have stood another Horace Mann, sending the kindly influence of the people's university into the homes of the people, and laying its surest foundation in their schools. But the University did not escape the general spirit of isolation noticeable throughout the school system, and for years it stood majestic and alone, sublime in its possibilities, and only excellent in its achievement. When, at length, the University came to affect the public schools directly and generally, it had become the one complete and positive element in our system. But it only sought to influence them at the point of imme-

diate contact in the secondary schools. Thus, while these schools were slowly taking shape from below, they received the impress of a strong master-hand from above them; while they were crude and formative, the University was stalwart and vigorous; while they were yielding, the University was aggressive. But the first interest of the University was in the direction of preparatory work. It took no direct interest in the lower secondary school, the school of culture for the masses who do not have University culture in view. It did not even place any direct award or estimate upon the general culture its students might bring from the preparatory schools. Its interest in those schools was simply that they be complementary to its own work. The University could not have done less than it did. It might wisely have done much more.

Thus the higher secondary work has become much more uniform and systematic than that of the lower secondary school, which must receive its more direct demand and impulse from below. This class of work has not been as marked a feature of our large city systems as it should be, and has not been at all systematized in the smaller city and village schools where it should be the one distinctive and prominent feature of their work. These schools have been content to ape the city high school, and have had no peculiar character of their own. In straining after an impossibility they have neglected a glorious possibility. In grasping for what was above them, they have too often lost their hold on those that were below them. Twenty schools in the State could wisely meet the requirements as preparatory schools, thus supplementing and increasing their effectiveness as schools of culture for the people. Three hundred schools in so far as they have emphasized their work in the interests of the few, have neglected their more immediate mission in the service of the many. Six thousand schools have been conveniently forgotten whenever we have boasted of the glorious school system of the State of Michigan. Forgotten, if ever in mind. For when we go outside of the three hundred graded schools, we enter a region which few have ever considered it worth their while to explore. Thus the school system of Michigan is the glory and shame of the State. Its growth has been peculiarly conditioned, and ill-balanced forces have borne it forward with varying constancy. The influence from above has not been too strong or aggressive. It has not been positive enough in certain directions. But the influence from below has been far less than it should have been; immeasurably less than it will yet become.

Some years ago, in a paper read before this association, I attempted to suggest a more distinctive policy for our smaller graded schools. I believed then as I believe now, that we must seek for the true reform in better administration. I held that the village school, the lower secondary school everywhere, in fact, should be largely a school of general culture. I will go further now, and say that every school, no matter how elementary, should be a school of culture for the masses. By culture I mean a training to the ready perception of thought, the cultivation of pure tastes and of honest views of life and living, the civilization of the man as an element in the civilization of the mass. I urge this in the interests of all the schools, and in the interest of none more than of the secondary schools and of higher education in general. We cannot too constantly remember that the higher school finds its sole and only justification in the primary school, and that it can only show reason for its existence when it is simply the broadening and deepening of a stream of culture that has its source of origin in the lowest schools. Already we hear the muttering of a contest of interests, and if any struggle is to come over the existence of any part

of our system, it will probably be over the high school element in our secondary schools. If opposing passions are to meet and battle for the mastery, that will be the arena. Standing between the primary school and the University, the secondary schools have taken their character from the latter rather than the former. But the secondary school cannot always exist by reason of the demand from above, if that demand does not receive a responsive impulse from below. If the spirit of a better culture and a motive and prompting to higher things do not pervade the lower schools, something else will. It is therefore of the highest importance that these influences be in sympathy, that they both make for the betterment of man, as an individual and as a member of organized society. I can hardly conceive that they will be antagonistic. Accommodations will be necessary, but I have faith in the ultimate completeness of our system of public education in all its parts. Happy, indeed, will it be for University and people alike, if when these streams of influence and prejudice meet they melt into each other like two grand continental rivers, coming together after many wanderings, finding themselves children of the same sunny mountain slope, born of the same generous cloud, watering the same fertile plain, and destined to the same world—circling ocean. The interests of the twelve hundred and of the twelve hundred thousands are essentially one. It is therefore of the greatest moment, from the most selfish point of view, that those concerned in our higher institutions jealously encourage the most liberal type of individual manly culture in our lowest schools.

But while I urge this in the interest of higher education, it is of quite equal importance to the lower schools themselves and to the people whose fortress they are. I believe in practical business and technical education, but what is technical education without the element of character and individuality. We need educated labor; but more, far more the educated laborer. The present demand for more technical training in our lower schools is not a protest against culture studies. It is mainly a protest against nothingness. Give us culture of the hand, of the head, and of the heart together.

Man bears a double relation to civilization, as an individual and a member of organized society. Organized society depends upon industry, but when the man counts only for so much disciplined muscle he parts with individuality and loses manhood and citizenship at once and forever. The happy adjustment of the man in the state has been the dream of reformers. Despair of it has lighted the fires of communism.

Civilization is a contest of mind with rude, uncultured nature; not with external nature alone or mainly, but with uncultured human nature. In the interest of the civilization of the mass, the culture of the man is constantly endangered. He buries himself in the forest, traverses the lake, delves in the mine, isolates himself upon the prairie or on the clearing. He denies himself home and family and drives the engine from city to city, or sails from lake to lake on the errands of commerce. Even in the crowded workshop, or on the busy mart, he is hardly less absorbed in the routine of the external world. The tendency, the temptation is even to sink the man in the machine, the thinker in the bread-winner, who then needs ethic and esthetic culture, the discipline of the tastes and the affections, if not the men and women who, at the behests of our impatient civilization, enter early into the thick of its fight. And, if the schools but do their duty, who are better able to appreciate and enjoy the intellectual life than they whose days are passed in the fields where mind has won its grandest conquests over matter; or where nature, unconquered and unconquerable, compels their admiration and their worship.

The true education regards training rather than information; quality rather than volume; and it is the quality rather than the volume of learning that we should especially regard in the lower schools. They cannot make scholars, but they can make students, thinkers and readers. Not how much to study and how much to read, but how to study and how to read, and what to read; these are the things of greatest importance. The first six years of school life, the golden age of boyhood and girlhood, are entrusted to the primary school. Four-fifths of the voters, four-fifths of the fathers and mothers of a generation hence, are receiving all the education they will ever have in that school. Nine-tenths of the remainder must get the sum of their education in the lower secondary schools. Thus these schools assume an importance that cannot be ignored either by the scholar or by the patriot; and to their full and systematic development the most careful and honest thought should be given. The primary school in township, village and city is the central element of the system and leads every other part in interest and importance, and the lower secondary school, as the distinctive feature of the village and township graded system, is of hardly less importance. Until we can show some distinct and well marked character pervading these schools, and giving unity and purpose to their work, let us never boast of the Michigan school system as the best in the world. I think I am not mistaken in saying that not a single country district school was represented in Michigan's educational display at the Centennial exhibition. If such a thing shall be possible a hundred years hence, it will be because the public school has ceased to exist in the State. Dead at the root, the system would be dead in all its branches. The only alternative is growth, progress, and grand success; and these we shall have not partially and suddenly, but by constant and systematical development. To-day this development may take the form of the institute revival; to-morrow that of township organization, or the district library, or the normal institute, or local supervision. But under whatever name it may pass, the one object will be to help the people and the teacher rightly to appreciate and wisely to administer the free school in the free State.

Some day, in the perfection of the township district system, will be solved the problem of local supervision and many other of the details of administration that vex us. Then it will seem as absurd to have three school officers to manage each teacher in the common schools as to have an army composed mainly of brigadier generals, as ridiculous to elect the township superintendent in a political election as to choose the primary school ma'am on the ward ticket. One of our State superintendents, in his annual report, cited the addition of a hundred odd districts to the five or six thousand already existing, as an evidence of the vigorous, healthy growth of the system. Some future superintendent will congratulate the State upon having got the number down to a thousand, and will invite your children to a banquet in honor of the auspicious event.

Some day the public library will be an inseparable feature in every public school. I ask no fuller justification for any criticism I have passed upon the schools than the fact that the public library has almost ceased to exist as a part of the public school system of the State. The school library, developed into the grade library and constantly used, stands at the high water mark of successful school work. I think it was Dr. Harris who once called the public library the university of the future. But it will never be the university of the future until it has become a large element in the common school of the future, the most significant feature of its primary work.

With these and many other things accomplished the State of Michigan will

have a system of public education carefully adapted to her needs, because the outgrowth of her ancestry and her environment. Built upon the broad foundation of the primary school, the higher and special schools will take a stronger cast from below, and the University, the Normal School, and all higher and special education will be different from what they now are and stronger than they now are, because the primary and district schools are different from what they now are.

But all these things must be the result of growth and development. We can only work toward them, and every law must find its response in public sentiment or it will fail of its purpose. If one could devise the perfect system and carry it through the legislature next winter, I am absolutely certain it would be a disheartening failure. What we need and shall always need beyond all other things is high and generous ideals, giving force to common sense, practical legislation in wise and efficient administration. The curse of all attempts at social and educational reform is that while one class is saying, "Away with your ideal; give us something practical," another class is trying to give the ideal immediate force in law, without any regard to the condition of public sentiment. The great reason for the failure of the county superintendency was that the people were not worthy the trust it reposed in their intelligence,—were not educated up to it. Almost all good things were possible under that law. Fair salary, strict examinations, the county institute, and, with the addition of the township district system, about everything we would ask in the way of efficient local supervision. But the people did not appreciate their opportunity and their responsibility. They were not prepared for it. It came like a thief in the night. It stalked like a ghost into our politics. It sat at our boards and by our firesides, a stranger guest, unbidden and unwelcomed. If we wish our institute system any better to stand the crucial test of the coming year, every one must constantly, in public and in private, through the press and in the school room, seek to build up a public sentiment that will give it hearty welcome.

So if I could begin with "Be it enacted," and write the perfect system into law, I would not do it. If I have helped to deepen the conviction that a complete and symmetrical system of public education if possible anywhere, is more than possible here in Michigan; and that, being possible, it is beyond all other things desirable, the one object of this paper has been accomplished. But those who desire to see any part of that system realized in the next ten, or twenty, or fifty years, must begin to work for it now, not so much by statute and enactment as by the diffusion of an educational intelligence throughout the State, planting the seeds of grand results in the schools as the German foresters plant the oak and the pine on the slopes of the wild Hartz Mountains for the generations that are to come after.

The discussion of Prof. Harrower's paper elicited little that was new, and consisted mainly in a hearty approval of the principal positions of the essay.

E. A. Strong, who was appointed to open the discussion, thought it quite true that the schools of Michigan had grown freely and naturally to their present position; that the sole stimulus of this growth had consisted in the *enlightenment of the people*, partly by the direct efforts of the teachers of the State, but far more by the broader influence of the pulpit, the forum and the press; and that it was a fair inference that we should in the future depend for the prosperity of our schools rather upon an enlightened public sentiment favorable to

education, than upon legislation, or any extraneous influence. He would have the teachers feel that as they originally had their place to make, so they now had it to hold, and that so long as the schools rest upon the public conscience and conviction, it was necessary that the public conscience and conviction should be educated. Let us lift up our banners upon the wall. Let all men know what we would have and do. There are eternal and unchangeable things in education; let us hold to these eternally and unchangeably; in all other things let us keep near the people, and strike hands with every force which makes for the enlightenment of the communities in which we live. Let us seek perpetuity only in usefulness, and remember that while it is not very important that any system of schools should continue to exist it is very important that the people,—all the people,—should be soundly educated.

He also shared the conviction of the essayist, that the primary schools are primary in importance as well as position, and would gladly see every educational force in the State working heartily and unitedly for their improvement. He, however, is of opinion that education is to be improved from above downward and not from below upward; that the common school stands upon the college, and not the college upon the common school; and hence that those who are doing most for superior education are, by that fact, doing most for primary education.

He thought the union schools sadly in need of supervision and control from without,—supervision in the interest of the State, or at least, of the people.

The State Superintendent, Mr. Tarbell, was quite willing to agree that a system of public schools must rest upon a basis of general intelligence, and would urge that the formation of a sentiment favorable to education, and intelligent upon educational questions is one of the duties of teachers. Still, when public sentiment was once formed, he thought it needed to be fixed and utilized by appropriate legislation; and that it was the duty of the friends of education to suggest and urge forward such legislation.

He also deemed it wise, usually, to drop the term *High School* as applied to a department of the Public Schools, and to use instead the more definite terms, *tenth grade*, *eleventh grade*, etc. He gave some cogent reasons for this recommendation.

Mrs. Kate B. Ford, of Kalamazoo, then read a paper on

THE KINDERGARTEN.

The New Education is no longer a possibility, but a fact. All through the centuries have been foreshadowings of its coming; yet for the nineteenth, our century, was reserved the day of its birth.

Here are a few of many prophetic words: From Pythagoras, nearly six hundred years before Christ: "The beginning is one-half of the whole." Socrates considered aptness to teach immeasurably more important than mere positive or material knowledge, which may be accumulated in the weakest brain. It was Plato's belief that the most important part of education is, right training in the nursery. In his "Republic" he says: "From the first years, the plays of children ought to be subject to strict laws; for if these plays, and those who take part in them, are arbitrary and lawless, how can children ever become virtuous men, abiding by and obedient to law? If, on the contrary, children are early trained to submit to laws in their plays, the love for law enters their souls.

with the music accompanying the games, never leaves them, and helps in their development." He also remarks: "Do we not farther observe that the first shoot of every living thing is by far the greatest and fullest? Many will even contend that a man at twenty-five does not grow to twice the height which he attained at five." And in his "Dialogues" he sketches "the Egyptian system of training for every child"—a plan quite analogous to the Kindergarten of our day.

From Aristotle, the Alexander of the intellectual world, we have this: "The intellect is perfected, not by knowledge, but by activity." He constantly taught that in every investigation we must start from known truths, known concepts, or facts within our personal experience. Varro attached much importance to early education as exercising the greatest influence upon life. He believed, too, that instruction can thrive only if the learner finds his task a pleasant one. Seneca taught that "clearness of ideas must be cultivated by exercising the intuition, and the pupil must be educated to independent activity in the use of his own understanding." Quintilian more than once expressed this thought, that childhood's plays should be so managed as to develop their intellects. Hence, in the choice of nurses, great care should be taken to choose well-educated women, with correct pronunciation and of excellent moral character. At a later date, we read from Martin Luther's words: "He who has no knowledge of things will not be helped by a knowledge of words." Montaigne, a contemporary of Roger Ascham, of whose teaching Locke and Rousseau were afterwards the great exponents, says: "The dancing-master might as well attempt to teach us to cut capers by our listening to instructions without moving from our seats, as the tutor to inform our understandings without setting them to work." Among Dr. Johnson's words we find this remark to the same point: "You cannot, by all the lecturing in the world, enable a man to make a shoe." Among the wise words that Bacon spoke, we read: "*Ars est homo additus naturæ*"—which, being interpreted, becomes, Art=nature+man. He also says: "A gardener takes more pains with the young than with the full-grown plants; and men commonly find it needful in any undertaking, to begin well."

"The school is a workshop of humanity," writes Comenius, "it is to bring man to the ready and proper use of his reason, his language, and his artistic skill." The material of instruction must be selected with care, and treated in accordance with natural methods that agree with the normal development of children, and take into consideration their manifold individual peculiarities. First, the senses are to be set to work; then memory; and, at last, understanding and judgment. The pupil must not learn by heart what has not become his from perception or reflection. The thing must precede the word; the example must come before the rule; in all branches, the easy and simple must come before the difficult and complex." "*The teacher must not sow plants instead of seeds.*"

Milton would have children "turn from verbal toils to the study of things." "The young," he says, "should be led on by the infinite desire of a happy nurture. Arithmetic and the elements of geometry might be learnt even playing, as the old manner was."

Taylor taught that "the conceptive faculty is the earliest developed and the first to reach its maturity; it moreover supplies materials and a basis for every other mental operation."

According to Rousseau, we find the aim of the true educator to be "to pro-

duce an absolutely independent human being, fitted, however, to become a member of society, with powers strengthened by individual effort, with convictions and a will dependent only on reason, and free from the passions and prejudices of man."

Kant believed nothing to be "comprehended so fully and distinctly, nothing retained so firmly, as that which we find ourselves."

The principles of Jacotot would lead us "to give some thorough knowledge, with which fresh knowledge may be connected. By thus going over the same thing again and again, we acquire a thorough command over what we know, and the feeling perfectly at home, even within narrow borders, gives a consciousness of strength."

And thus we might fill volumes with similar teachings from the pens of the best thinkers. Coming down to the present time, the hearts of men and women have seemed to be groping after a truer development for humanity. The New Education, in its principles, in the elements that have combined and re-combined for its formation, is *centuries old*. Pestalozzi and Froebel were the first, however, to turn all this theorizing into doing. Plato was the first to make a strictly scientific study of the theory of education; but his inquiries ended here. He had no influence on educational practice. In a similar manner, the precepts and practices of philosophers, no less than those of the common people, have pointed steadily in opposite or widely varying directions. Pestalozzi is called the father of popular education, and certainly no one has, like him, "set the world ablaze in a holy enthusiasm for the great task of ennobling the human race." Jessen has said of him: "He was a man great through his faith in his ideal, great in his aims, great in the self-denial with which he fought for his ideal, great in his zeal to alleviate human suffering,—a zeal which had become a part of his very being." Thus Pestalozzi's greatness is in the mighty impulse his thoughts and life gave to the work, rather than any remarkable direct achievements. Deficient himself in practical skill, he could still push others on to unprecedented success. His great discovery was that *from human nature must come the laws for human education*. And since education is the main factor in lifting the masses of mankind out of degradation and consequent suffering, he deemed a knowledge of the true laws of the highest importance.

To Frederick Froebel,—the true complement of Pestalozzi,—has been given the honor of completing what was left unfinished by the great founder of modern pedagogy,—the task so well begun by the great master. All that Pestalozzi had done became the deep foundation for as grand a superstructure. Both found the laws of education in the laws of human nature. Both talked of development through self-activity; one from without inward,—receiving, learning, drawing to itself; the other from within outward,—creating, producing, telling. Pestalozzi's thoughts were turned more toward the former: Froebel's to the latter. From Pestalozzi, his pupils learned the road to happiness. Froebel deemed it more necessary that they learned the way to usefulness. By means of the teachings of both, however, and their remarkable lives, are we led to understand the requirements of the New Education.

To one who loved children, it was painful to see the wretchedly managed and poorly taught schools for the little ones of those days. The long, fatiguing hours of study labor over books, the enforced quiet, the tyrannical severity, could be endured by the youth who has somewhat of the man in him, perhaps more of the man than the child. But to the child who is always active, to whom

play is as needful as air and food, who loves to see and handle and question, the teaching by abstract rules committed, by empty words repeated, becomes a hindrance to development, and not alone during the first few years of his life is growth hindered by such miserable tutelage, his maturer life shows daily defects that proper early training would have wholly eradicated. Thus thought the great-hearted Pestalozzi, and thus thought the disciple Froebel; and, as in his teachings he dwelt much on activity, doing, the bringing out of ourselves for others the results of our mental processes, so from his earnest desire to rescue helpless childhood came into existence the Kindergarten,—Child-garden. The name defines itself.

Could we watch the progress of two plants from the germ—the one deprived of care, hidden by rank weeds, and twisted and bent down by heavy limbs and coarse fruit, gnawed by insects and broken by ruthless hands, the other drawing food from the soil, wrapped about by pure air and sunshine, the noxious insects driven away, the tender stalk supported when the roughest winds blow,—we should realize what the effect of cultivation is upon the vegetable world. Place the wild rose of our Michigan woods by the side of the cultivated varieties of our gardens; compare the common maize or Indian corn with the succulent ears the gardener brings us—the diminutive potato of Brazil with the “Snow-flake” or “Early Rose.” How has the improvement been brought about? The gardener has studied the plant’s nature. He has discovered the laws of its growth, what must be the surroundings, the climate it best thrives in, the location most favorable, the elements requisite in the soil. Then he learns what are the best times and ways for fulfilling all these requisitions. And he does not cease his care with the planting. Unforeseen exigencies arise, strange insects appear, the usual rains are withheld. There is scarcely a day when he can cease his vigilance. But how great is his reward!

And thus would we train the child. During the years while the senses are acute, while the observing faculties are strongest, and the reasoning powers are, so to speak, dormant, nature teaches us to gratify the child’s desires with whatever he has the power to digest. Let us place before him objects, to be seen, and *teach him how to see them*. Let us fill the hands that reach out so eagerly, with something to handle; and so direct the curious fingers, that from the discovered factors shall grow new forms of use and beauty. We will even utilize his love for the noisy and boisterous, by joining his frolic and teaching him how to romp. The healthy child wakes laughing, and plays till he sleeps again. And is not play to the child what fresh air and sunshine are to the plant? Unconsciously the life-giving element permeates every atom of his system, and his very activity expels the mental acids so troublesome to human nature.

Did it ever occur to you that there is a reason why the child loves to play continually, and why he cannot fully enjoy his games when playing alone? The Creator could hardly have intended that he should thus simply pass away the time. The law universal is, *through activity power is generated*. The Divine Teacher would have us see that in all this doing, something may be done. The child plays with his hands, and thus he will become expert in their use. He naturally looks into everything, and turns an object round and round, that he may know all about its exterior; then wishes it were broken—if he does not break it—to learn what is within. And boundless is the knowledge the little one must thus gain! Through play, he comes to know the external world, objects animate and inanimate, their ways of acting and reacting, on each other and on himself; and this knowledge forms the basis of what will be his perma-

ment stock for life. By means of plays in which combined action is involved, he begins to recognize moral relations, and comes to know early a fact too frequently unacknowledged by adults,—that he is a member of a community and must recognize the rights of others, if he would have his own rights respected. In and through play, he investigates, discovers, and invents for himself whatever may be needed to supply his wants. Queer fancies he has, and play brings out his powers of imagination. He would have his fellows realize the inageries of his fertile brain; for this he explains, argues, describes, and thus learns to put thoughts into words.

The Kindergarten is nothing more than children in society—"a commonwealth or republic of children." Here he gets the genuine play, from which comes the highest development. This he could never obtain through home education alone, even if a cultivated parent were the daily instructor. The embryo man must have society. Somewhere he needs to learn that the center of all things is not himself; that he is but a part—a most diminutive part—of this great world. It will do him good to rub against his fellows—thus he may learn to be unselfish, polite, and loving. During the first five years of his life he laughs and cries aloud, runs long races, climbs trees and fences, wrestles and tumbles, because he loves to do so, not once thinking that his lungs are stronger, his muscles becoming developed, and his feet more nimble for the exercise. But, strange as it may seem, it has only been since Froebel that people have thought of "converting what is usually considered the waste steam of childish activities and energies into the means of fruitful action, utilizing what has hitherto been looked upon as unworthy of notice."

The time is speedily coming,—may I say *is now?* when this truth will be proven to us beyond a doubt,—that the symmetrical growth of the body has a direct influence on a corresponding mental development. A late writer has aptly said that the boy who marches to the tune, and keeps in line, makes better marches in his lessons for the drill. And a leading educator in our own State recently observed "I would have gymnastics in my school, if for nothing else than the intellectual benefit it brings, the grasp it gives me on my pupils."

Froebel was not an inventor. After long observation and much patient study he discovered that the faculties of most children are stunted in infancy and earliest youth by the lack of suitable mental food; that every child may develop itself by appropriate amusements; and that the law of all mental growth lies in the connection of contraries and their combination into a higher unit. It is now thirty-seven years since the first Kindergarten was established; and it is plainly not a duty of mine to attempt to instruct such a body of hearers as that before me to-day concerning all the minutiae of its workings. The gifts and occupations were chosen and arranged in a certain order by Froebel, not as being the only objects suitable to aid in child-education, but, as typical, to be multiplied by the ingenuity of the kindergartner or varied as season or influencing circumstance shall dictate. A review of a *few* of the gifts, however, and the reason for their choice, may be in order at this time. Recognizing clearly the necessity of a definite point of departure, Froebel's first gift is the ball, an object having all common properties, and yet the simplest in form. It moves at the slightest touch, and so interests the infant because so like a thing alive. It becomes to him a springing cat, a flying bird, a galloping horse. Easy to grasp, it teaches him his first lessons in shape, density, weight, color, elasticity. From the six colored balls of the Kindergarten, and their multiform lessons, the little learner moves forward to the second gift,—a wooden sphere,

cylinder, and cube. At once he sees the difference between softness and hardness, differences too of shape and methods of behaving. Then the examination of the cube brings into notice corners, edges, and angles; and, with the sphere in one hand and the cube in the other, he sees how unlike they are, and yet recognizes the cylinder as standing midway between the two, like each in some respects and connecting them. Like the ball it is round, and like the cube it has sides and edges. Like the ball it moves at a touch, and like the cube it remains in repose. In every way we look at it, there comes to us the union of opposites.

In the third gift,—a divided cube,—the child gets his first lesson in analysis, and, since every analysis should be followed by a synthesis, the taking to pieces precedes a joining of parts again, the same whole being the result, or a new whole.

The child first imitates, afterwards creates. Expression, says one of our late writers, must always be preceded by formative processes, and, in the expressive powers, imitation must precede invention. The curiosity of the child to see into things, and his desire to separate into parts, is here gratified, and, at the same time, he lays a foundation for mathematical knowledge, and simplifies for future years what might otherwise be a vexation and a task.

Since the concrete goes before and leads to the abstract, Froebel would lead the child from the solid to the surface, and thence onward, to deal with the line and the point, not by dry mathematical drill, but by objects that can be seen and handled. This principle kept in view, it is easy to understand the reasons underlying the order in which the gifts and occupations occur. The fourth gift is similar to the third, in that it is a divided cube; but it differs in being reduced to a greater number of small blocks, and in their having oblong sides instead of squares. Thus, while the three dimensions of space are implied in the third gift, they are emphasized in the fourth. The latent possibilities of the third grow into realities in the fourth. The learner moves from the simple to the complex, but he builds on the simple always. Each new gift contains all that existed in the previous ones, with the addition of elements which they implied, but did not fully realize.

Proceeding according to the same underlying laws, the square is regarded as the side of the cube, and the right-angled triangle, by means of a diagonal line, as coming from the square. Following this and growing from it, in a similar way, other triangles are produced. Then comes the transition from the face to the line, as rudely represented by sticks and wires, and having for a connecting link again slats, proportionally longer than the surfaces, but wider than the wires, and reaching out after the abstract conception of a line as length without breadth or thickness.

In the Kindergarten occupations, too, the same theories are evolved in practice. The unskilled fingers begin with the simple. The child is taught how to braid, weave, construct; but he holds his work in his own hands. However clumsy may be the manipulations, his own activity, and not that of his teacher, may change fragments into wholes, or bring beauty and symmetry out of crude material. Says a practical kindergartner: "The prevalent idea that these are only mechanical employments, and that their purpose is simply to train the hand of the child, I wish to correct. The Kindergarten is not a school where lessons are alternated with fancy work. The true distinction between the gifts and occupations is, that while the former are derived by analysis from the solid, the latter are evolved by synthesis from the point, and while in the for-

mer the child simply makes different combinations of definitely determined material, in the latter there is progressive modification and transformation of the material itself. Thus, from pricking where all kinds of harmonious figures are produced, by simply sticking holes in paper, we pass to the line in sewing and drawing—to the transition from the line to the surface in weaving and interlacing of paper—to the surface itself in the squares of paper used for folding and cutting—to the outlines of solids in pea-work—to the surface boundaries of solids in the card-board modeling, and to the solid itself in the modeling in clay. Thus, by a different road, we have reached our original starting-point; or rather, having made a kind of spiral ascent, we are now surveying the same truths from a higher plane. A vital point of connection between the gifts and the occupations lies in the fact that the latter offer the child the best possible means of embodying in visible and permanent form the impressions received through the former."

A system based upon the necessities of the child must not ignore the body. "We have not to train up a soul nor yet a body, but a man; and we cannot divide him." Thus it is remembered that even the most congenial work becomes wearisome, and that a change brings rest. Accordingly, gymnastic games, with descriptive songs, marching, and other physical exercises, accompanied by music, form an essential part of each day's programme. It is a common belief that the tendency of singing is to give grace and harmony of motion, and to banish discords. It is alike true that accuracy and precision of movement rest and soothe the child.

But, some of my listeners say, what results from this system of early education? Is the foundation laid by these gifts and occupations and plays to be compared with the knowledge coming from book-study, as taught in our primary schools? "Let us know, by absolute proof, that this is the better way." I answer through the testimony of those who know of the workings of this system and its results.

Concerning the good old ways it has been said "Our school-teaching is often little better than an attempt to get sea-anemones to flourish on dry land." Another says: "Educational empiricism, in the family as well as in the school, is designated,—and very properly, too,—as the 'murder of the innocents.'" Again: "the true ground of complaint against the established education is that it fails to give,—not knowledge,—but the desire of knowledge." "The scope for invention given in the exercises of the Kindergarten,—not given in the ordinary school,—tends to awaken the faculties and develop individual talent. There is no art, science, or industry which, in its first principles, is not represented in the occupations of the Kindergarten. It may well be said that the methods of this system give the starting-point for each science and each profession."

You are probably aware that in no other part of the United States has the Kindergarten received the attention that is given it in the city of St. Louis. I extract from the report of the President of the Board of Education for the year ending July 31, 1875, the following:

"It is in its industrial aspect chiefly that our recent experiments in Kindergarten education promise the most satisfactory results. At a tender age, when the child is plastic in his nature and easily moulded in any direction, he commences a training adapted to give him great skill in the use of his hands and eyes. In various kinds of delicate manipulations,—weaving, building, folding, drawing, modeling in clay, etc.,—the perception of form is developed, and

taste in design and skill in execution are trained in the most powerful manner. The influence of the Kindergarten will be felt on all subsequent education. The early impulse given to mechanical skill and to taste, in regard to form and design, in the Kindergarten, reinforced by a thorough course of instruction in industrial drawing in the primary and grammar schools, is sufficient to work a revolution in the manufactures of the country, and cause our goods to obtain the preference in foreign as well as domestic markets."

In Superintendent Harris' report, at the same time, we read:

"I have no question as to their (the Kindergarten's) great success under reasonably competent and well-trained teachers, to produce the following results: (1.) Good physical development; (2.) quickness of invention and fertility of imagination; (3.) a keen sense of symmetry and harmony; (4.) great mechanical skill in the use of the hands; (5.) ability to form rapid judgments in number, measure, and size at a glance of the eye; (6.) initiation into the conventionalities of polite society in their demeanor towards their fellows, and in the matters of eating, drinking, and personal cleanliness."

In this connection will be heard with interest the words of the principal Kindergarten teacher in that city, Miss S. E. Blow, to whose self-sacrificing diligence, the founding of the system here is mainly due. "What the Kindergarten needs is time to develop its possibilities; and it is a very encouraging fact that in the neighborhoods where Kindergartens have been longest established and most thoroughly tested, the interest in the system is deepest and most general. This, I think, shows conclusively, that our schools are not mere play schools, charming only by their novelty, but that they do secure results which commend them to thoughtful and impartial observers, and that they have in them that principle of organic life, whose surest manifestation is gradual development." She also says:

"I. The Kindergarten children submit more readily to school discipline than do children received directly into the primary room. This testimony I consider very important, as it practically disposes of the argument urged in many quarters, that the comparative freedom of the Kindergarten tends to unfit pupils for the regular school. Facts, thus far, indicate that the reverse is true, and prove the Kindergarten to be, as its advocates claim, a healthy transition from the family to the school. If any Kindergarten should promote to the primary room disorderly and insubordinate children, the fault would lie with the individual teacher, and not in the system.

"II. The average intelligence of the Kindergarten pupils is greatly superior to that of children who enter school without previous training. They observe accurately, seize ideas rapidly and definitely, illustrate readily, and work independently. Thus far, the promoted pupils of the Kindergarten have led every class into which they have been received, and the teacher who has the greatest number of them under her charge tells me that the best of them learn so rapidly as to constantly exceed the work required.

"III. In addition to superior general development, the Kindergarten children show special aptitude for arithmetic, drawing, and natural science; have quick comprehension of language, and express their own ideas with accuracy and fluency.

"That these are precisely the results which Froebel's followers claim should follow the correct application of his system, only make them the more gratifying. They indicate that, however inadequate in *degree*, the work has been right in direction, and are an earnest of still more satisfactory fruit in the future."

From the official report of the proceedings of the Board of Public Schools, which was adopted in November, 1876, we extract:

"Your committee take great pleasure in stating that these institutions enjoy a great and constantly increasing popularity amongst all classes of this community, and they promise from present evidences to become a most important addition to our system of public schools."

Perhaps the strongest endorsement of the Kindergarten system as a practical means of education which may be almost everywhere introduced, is found in the fact that in 1873 a Kindergarten was established in St. Louis. In four years the number of such Kindergartens has grown to twenty-six, with the prospect of continual increase, and the committee of the Board of Education state as their conviction that the result of this new method will be a saving of from one to two years' schooling to the pupils.

I have also, from the reports of the U. S. Commissioner of Education, Gen. John Eaton, the opinions of 21 practical Kindergartners, communicated to the Bureau of Education in reply to inquiries. They report, as resulting from Kindergarten training:

"Physical development, manual skill, habits of clear thinking, order, precision, and attention."—"Freedom and grace of movement, command of language, and superior preparation for public schools."—"Development of the powers of application, perception and reasoning."—"Harmonious development; the mind is made active and the body is strengthened."—"Excellent; minds clearer and quicker in acting."—"Mental and physical development, and ability for self-occupation."—"Beneficial to mind and body; all organs and powers are developed harmoniously."—"It promotes a healthy and harmonious growth, a habit of attention and a clear perception."—"Mental and physical development and quickened observation."—"Excellent progress without over-taxing the pupils."—"Harmonious and natural development of every faculty, and strength, agility, and healthfulness of body and mind."—"The best preparation for the common schools."—"Habits of observation, correctness, and application."—"Habits of attention, concentration, obedience, and progress in studies."—"The child becomes graceful, polite, self-dependent, skillful, thoughtful, constructive, and eager for knowledge."—"It strengthens the body, exercises the senses, and employs the awakening mind."—"Physical development, clearness of ideas, and harmonious growth of the whole nature."—"It promotes a graceful carriage, healthy body, and well-balanced mind."—"Physical, mental, and moral development, and ability to combine knowing with doing."—"Correct habits of thinking are formed, accuracy of eye and manual skill are cultivated, and the muscles are exercised."—"It promotes strength of limb, symmetry of form, grace and agility of movement; it cultivates powers of observation and concentration, use of language, memory and reason."

Certainly the proof is conclusive. The testimony is abundant, and bears directly on the subject.

The Kindergarten, after the usual struggle of a great innovation for a foothold, may already be regarded as a fixed fact, an established institution, in nearly all enlightened countries. On the continent, it is made by imperial decree, throughout Austria, the foundation-stone of public education. Although once sternly proscribed by corresponding authority in Germany, it is now planted in countless numbers in all parts of the Empire. In Italy, Switzerland, Holland, France, it has also found many and hospitable homes; while the sea-girt Isles of her Britanic Majesty extend welcoming arms to the blessed

device of the wonder-working Froebel. The Kindergarten, or at least the Kindergarten ideas and methods, in the persons of Miss Marston and Mrs. Thomas, two Kindergarteners carefully trained in this country by Mrs. Kriege,—have been planted in Asia, by the one lady in Calcutta, and by the other among the Karens of the Burman Empire.

In our own land, where fifteen years ago the very name of it was scarcely known away from Boston, fifty-five Kindergartens were already established by the returns of 1874,—the latest at my hands,—with 125 instructors and 1,636 pupils. Thirteen States report upon this Roll of Honor, besides the District of Columbia. Twelve other Kindergartens were known to be in existence, from which no returns had been received, making a total of 67. Five of these belonged to Michigan,—two in Detroit, and one each in Grand Rapids, Flint, and Kalamazoo.

Several normal schools for the training of Kindergarteners are also in existence, in various parts of the country. In several cities, as in Boston and St. Louis, the Kindergarten has been incorporated into the public school system. From St. Louis, however, to which attention in this particular has been chiefly directed, the best results are reported. The initial step here was taken only five years ago in the establishment of a public Kindergarten in South St. Louis. Its wonderful growth has been stated above. The average attendance in each now numbers fifty, a total attendance being thus exhibited of 1,300. Besides the regular teachers in these, a corps of volunteer assistants have rendered entirely gratuitous aid, to the number of above 100. The expense of material used by the Kindergarten pupils was reported as nearly double the average annual expense of pupils in the district schools for books, and nearly three times as great as the expense for books, in the first year of the primary school. The special assessment, however, of one dollar per quarter upon each pupil, except the very indigent, was in 1875-6 returning over \$30 a quarter from each Kindergarten, and bade fair, for the last year, to realize a receipt handsomely exceeding the expenditures. The estimate of receipts for 1875-6 was \$3,500; of expenditures \$3,300, not including salaries, which were considered as more than balanced by the advanced classes into which the Kindergarten pupils would enter, when admitted to the regular district schools of the city.

The resolutions adopted at Elmira, in 1873, by the National Teachers' Association, were: 1st, Recommending the Kindergarten as a potent means for the elevation of primary education, and for the development and promulgation of the principles of sound psychology. 2d, Urging upon the attention of all practical educators and boards of education, the importance of initiating experiments with the intent to determine the best methods of connecting the Kindergarten with our current educational system. 3d, Suggesting that all teachers study Froebel's system in order to be instrumental in founding such institutions and to hasten the advent of their general introduction.

Four years after the Elmira meeting, no longer ago than last summer, at the session in Louisville, the subject came still more prominently before the National Association. After some remarks on Kindergarten by Mrs. Hildreth, a paper on "The Kindergarten in America" was read by Mr. John Kraus, followed by another on "The Kindergarten and the Mission of Woman," by Mrs. Kraus-Boelts, both now becoming well known, as the authors of a new "Kindergarten Guide." The topic attracted much interest at Louisville, and it was believed that the cause of Kindergarten in this country received a marked impetus at the session.

That the principles of the Kindergarten will, in time, become universally

believed and practiced, there remains no doubt. A general introduction of this system, however, is impossible until normal schools afford the instruction requisite to prepare teachers for the work. No country in the world, it has been said, except perhaps Switzerland, expends such sums for schools, in proportion to the cost of other public concerns, and yet you know the meager cultivation, the absolute want of professional instruction, the average primary teacher has received. *The one creed* believed and practiced has been that "words were made to be spelled, and children must have been made to spell them."

By some it is believed that the principal obstacle in the way of the introduction of the Kindergarten is in its expense. More are coming to think it is the lack of suitable, educated teachers. The thorough discussion of this subject, if it does not immediately plant the Kindergarten all over our land, will surely tend to a wiser selection of those who shall initiate our little ones into the mysteries and delights of learning. And is it not desirable that the graduates from our Grammar and High Schools—those who look forward to positions as wives and mothers, be taught the important principles of mind-culture as thoroughly as they are now instructed in algebraic formulas and Greek and Latin roots? If the school sends the child to work—and few there are who will not have to work—with a love for knowledge, and with a mind well-disciplined to acquire knowledge, this will be of more value to him than any special information. We know how few pupils remain in the school-room beyond the fourteenth or fifteenth year. If, then, he can have Kindergarten teaching for three years, followed by two years in the intermediate department, then, with mind and body well developed, sharp, wide awake, able to concentrate his powers, observing,—what can be done during the four or five years—if no more—that follow?

The Jesuits, in their famous schools, when they found a teacher showing real skill and knowledge in teaching the higher classes, promoted him to the charge of the lowest. By and by, we have reason to hope, a few of our promotions will tend in the same direction. And why not demand from all teachers a knowledge of the foundation principles of the New Education? Froebel's plans did not end with the Kindergarten. He meant it "should leaven the entire system of teaching children, at home and at school." He would have it used as "an entering wedge to break down whatever is illogical, unnatural—nay, inhuman—in family and school education;" he would make it "the forerunner of institutions, where the learner is placed in the most favorable circumstances for self-active, organic growth in every direction, where knowledge and skill, saying and doing, theory and practice, go hand in hand at every step."

In our country we have a right to expect advanced opinions and advanced practices in regard to education. Concerning ways and means we, as a body, have something to do to-day. The immediate realization of the best will not be a feature of the present, but among our people, under our government, seem the most favorable circumstances for the planting and growth of ideas so democratic and so new.

The Baroness Marenholtz-Bulow, in a letter lately written from Germany to John Kraus, of Washington, says: "Upon America, where in truth a new world is forming, which possesses all the creative powers of a young State, where the individual enjoys full liberty, and no restraint prevents him from carrying out his own designs in his own way, we look as the field for our richest harvest."

And now let me close by words having direct bearing on this subject, spoken by Froebel forty-one years ago: "We must emigrate to a country that offers all the conditions for the existence of genuine human-family life, which renders the development of pure humanity possible, where such a life is at least sought and can freely develop. All these conditions and hopes we find in America, more especially in North America, and here again in the United States."

The discussion of Mrs. Ford's paper on the Kindergarten was opened by Prof. A. Lodeman:

In discussing this question, it seems necessary to me to distinguish between Froebel's Principles of Education on the one hand, and that institution which has rendered his name especially famous, the Kindergarten, on the other.

That the latter, the Kindergarten, will ever become a part of the public school system in the United States, in other than exceptional cases, I cannot believe—that Froebel's principles will become a general fact in the schools of this country, I do most earnestly hope.

The establishment of a really good and complete Kindergarten, presents obstacles some of which seem so difficult to overcome, that nearly all the institutions of this kind in existence are imperfect, and consequently do not yield the best results. This fact has probably been the main cause of the slow growth of the Kindergarten so far; their number has increased, no doubt, especially by the noble efforts of devoted advocates; but numerous objections, also, have been raised against it, and some of such a serious nature that many fervent believers in Froebel's system may have come to the conclusion: either complete and perfect Kindergarten, or none at all!

Let us examine one or two of the difficulties alluded to. Froebel himself and many of his followers, consider a small garden, in which the children learn to work and to take care of plants and even of animals, a very essential feature of a Kindergarten. I regret not having time to show by quotations how great importance is attached by eminent authorities to this feature, by which the children are brought in immediate contact with the life of nature. But it is evident that by omitting the garden and thus limiting the Kindergarten exercises to indoor work, the usefulness of the system must be greatly impaired. The reproach of one-sidedness which has indeed been made, does not seem to be without foundation, when the playthings placed into the children's hands are all of a mathematical, mechanical kind, while the true nature of the plays of children is essentially poetical.

The statement of the St. Louis Kindergarten friends that children trained in these institutions are in their classes ahead of other children, which statement is corroborated by Boston authorities, cannot be considered as conclusive. The school authorities in Berlin claim to have made the opposite experience, and by a London advocate of the Kindergarten it is conceded that children trained in the Kindergarten may first lag behind the others, but when the work of life begins, it is claimed, their superiority will show itself. It seems very doubtful, if observations at any place were ever made carefully enough, and for a sufficient length of time, to be absolutely trustworthy. If they are, there must be other causes for the contradictory reports just spoken of—may be that the nature of the studies and methods first pursued by the children after they leave the Kindergarten has something to do with it; as the Kindergarten plays are essentially of a mathematical kind, children trained in them, I should think, would stand a good chance in schools where the study of numbers forms

the main standard of progress. But this would not clear the Kindergarten culture of the charge of one-sidedness.

From this and other considerations it appears natural that Froebel should have called the garden in which children might observe the life of plants and animals a necessary feature of his system of instruction.

Another obstacle in establishing a perfect Kindergarten lies, no doubt, in the difficulty of finding good teachers. This difficulty is conceded by the warmest friends of Froebel; but I doubt whether all appreciate its real magnitude, and above all, the consequences of inferior Kindergarten instruction. If we consider how much Froebel and the foremost expounder of his system of education expect of the child-gardener, the difficulty of procuring a larger number of them appears almost insuperable. The teacher should be the conscious genius of the child and direct his plays in the true spirit of a child. She should know how to lead the little ones to an appropriate use of materials in such a manner that their individuality be neither constrained nor fettered. Those who have charge of Kindergartens should have a childlike and truly religious disposition; they should be able to enter into child-life and at the same time be highly cultured, in order to understand the most varied natures and be, as it were, a spiritual light to all of them. Such, and similar ones, are the demands made by Froebel and his friends on the child gardener.

And what, if they have not these rare qualifications? It seems to me there is but one answer to this question: They will labor not only in vain, but in direct opposition to Froebel's ideas. While the Kindergarten is designed to furnish the most natural and reasonable education for children, the whole proceeding will be the most unnatural one. An unskilled child-gardener, instead of leading the children unconsciously to play, will *teach* them, *drill* them in the plays; reflection will take the place of child-like instinct, and the developing method make room for the didactic; in place of natural development, affectation will be the result. The same will be the case when children who are old enough to do more serious work, are put into the Kindergarten; instead of growing mentally, they seem to act the parts of babies; instead of learning by means of play, they learn to mistake play for learning and to believe that knowledge may be gained without serious effort.

I have not much time for illustration. But let me call your attention at least to one feature of Kindergarten instruction which is especially liable to abuse; I mean the poetry sung in connection with many of the exercises. There was a specimen of it in one of the late numbers of the Educational Weekly; it begins thus:

Come happy children, fold each little hand,
What a pleasant sight it is, our Kindergarten band!

Now no sensible person will underrate the value of poetry as a means of education, but who can believe that it is well to teach little children to reflect on the pleasant sight they afford to others: What a pleasant sight it is, our Kindergarten band! What nice little girls we are! How people must enjoy looking at us! Much of the Kindergarten poetry is of this kind. The most intelligent child-gardeners do not use it, but the majority do. It certainly cannot help much in keeping children innocent and natural. As the merit of Froebel's method is not really the subject under discussion, I will not repeat any of the objections which have been made against it; but it is well to recall in this connection, that very high authorities in educational matters have under-

taken to prove, and not entirely without success, that Froebel mistakes altogether the nature of the plays of children.

But considering only the extreme difficulty in establishing good Kindergartens and the injurious consequences resulting from poor instruction, I cannot help believing that the leading educational element in the United States will ultimately decide adversely to engrafting the Kindergarten on the public school system,—excepting, however, large cities where there are great numbers of poor children who can only be benefited by being removed from injurious influences at home.

Since Froebel's name has been identified of late both in England and in this country with the New Education,—with how much reason I will not discuss,—you will pardon me for saying a few words about the probability of its becoming a fact in our public school system.

We all know that the distinctive feature of the so-called New Education is evolution of the powers; it insists upon developing the mind by means of self-activity, instead of filling it with knowledge from without, the growth should take place from within, outward. Froebel, in bestowing his care mostly upon the education of young children, reminds us of the great importance of using the best methods and employing the most experienced teachers in the lowest classes of the schools. “Before ideas are formed in the mind of the child, perceptions, images, and experiences must have taken place, to which the ideas may be immediately referred.” Such is the fundamental idea of Froebel's method, and of all modern instruction of young children.

Why should not this and other principles finally prevail in all public schools as they do now in many? In how many it is impossible to tell, but there exists in many schools certain features which I have not been able to harmonize with the principles of the New Education. I will indicate them, hoping that some of the experienced teachers present will express their views as to how far they may be said to be in harmony with the most advanced theories of education:

1. The New Education lays great stress on the cultivation of the senses and of the powers of observation. Is this necessity recognized when such studies as Botany and Natural History are not taken up before the children reach the High School? How much is there done in the primary and grammar departments to train the children in the use of their eyes and ears, in observing nature and the world around them? Is the primary education in the Public Schools in accordance with the spirit of Froebel, who “considers the study of Nature as an indispensable part of early education, and fittest to draw out the faculties in childhood?”

2. Do we show our belief in the principles of the New Education by giving in our courses of study to such branches as History and Literature two or three terms and calling them finished after that? What is done for the development of the imaginative faculties during the rest of school life, or does not the New Education insist upon the harmonious development of *all* the faculties? How much right have we to speak of the evolution of the faculties, of self activity, etc., if the pupils are made to commit a text-book on United States History during one year, to forget it during the next? In how far do we conform ourselves to Froebel's method which subordinates the acquirement of knowledge to “the purpose of forming right habits and associations and training the young to love and seek knowledge for themselves!”

3. This leads us to a third question, viz.: The number of studies to be taken up at one time. We have all heard more or less fault finding with the public

schools, especially the high school, because the pupils have to carry too many studies; the other day one of our Congressmen repeated this criticism in Washington.

Now, if I have any firm conviction, it is on this point. I may be mistaken in much that I have said, but I do not believe that I can ever be made to see that any course of study or any method of instruction, which prescribes but three or four studies at a time can be in harmony with the most essential principles of modern educational science. First, because a greater number of studies is required to develop harmoniously all the mental powers, and secondly, because most studies must be pursued not for a term or two, but for years, in order to exert their influence in forming the mind, in bringing out its potentialities; only by a long continued process of assimilation can the mind be really benefitted by this force; but, as certain kinds of material food are more beneficial to the body at one season or one period of life than at others, so the pupil's time and attention should be given at any period *mainly* to a few studies which are especially adapted to his stage of mental development, while others should receive as much attention as is needed to further the development of the nascent higher faculties.

To say that this is not practicable in the public schools, is, in my opinion, equivalent to saying that the New Education in all its features is not adapted to the American school system. That it is practicable at all, you and I know from accounts of many schools in existence. Only the other day I read a trustworthy report of a school in Massachusetts where a class of girls from eight to fourteen years old pursued successfully nine studies through the year, and it is well known that there are in other parts of the globe thousands of schools which prove the feasibility of such a plan. I cannot remember any period in my own school-life where I had less than eight studies at a time.

How it is possible to introduce a greater number of studies even in the lower school grades may be shown by briefly considering a fourth question which forms the topic of a contribution lately published in the Christian Weekly, viz.: Who does the teaching? The writer complains that too little teaching is done in school, that the teacher does little besides hearing the class recite, and giving out the lesson. It is evident that teachers who do so cannot claim to be adherents of the New Education, if they do not explain the advance lesson before assigning it; if they do not first bring out, by questioning all that the pupil is able to derive from what he has learned in previous lessons, they have no right to claim that they are instructing according to the developing method—the pupil is simply made to acquire his knowledge from the book, as from without inward, not from within outward.

By doing more teaching and less hearing in school, by teaching, above all, the best methods of study, the teacher can enable the pupils to accomplish more, to pursue more studies with a heightened interest, and to better advantage. I remember a case in my own classes, when students had spent two and a half hours on a lesson, which would not have required three-quarters of an hour, if I had not neglected explaining the subject and pointing out the best way of acquiring it; and other members of the class who had acquired better habits of study before, did not spend more than one hour on the same lesson.

In order that the New Education may be more generally appreciated, it seems to me, it is quite essential that people should see the real cause of the fear that school-children are overburdened with work. The fact is, not their minds are overburdened, but one mental faculty,—memory. The remedy proposed by

many is to lessen the work; this is good, the work of memorizing should be reduced, but at the same time, due care should be taken to strengthen the other faculties—perception, observation, the imaginative and reasoning faculties, and thereby to fit the whole mind to accomplish more work, to accomplish it better and more easily.

The New Education will have become a fact in the public school system when every teacher will be so trained for the profession that he or she is able clearly to distinguish between the old or cramming and the new or developing method, and to apply the true principles of education which have been more fully developed in modern times, to all details of study and teaching. If then the Kindergarten should become a part of the system, there would be harmony and unity in it, while a Kindergarten attached to a school system in which the developing method is not followed throughout, would give an incongruous whole.

FRIDAY AFTERNOON SESSION.

The Association was entertained by an exercise in vocal music by Miss Merrill's class, Fourth and Fifth Grades of East Saginaw. Superintendent Gower made some remarks in explanation of the work done in music in the two cities, speaking in terms of high commendation of the work done by Prof. W. L. Smith, the special teacher of music in Saginaw and East Saginaw, and stating that this special work gave satisfaction to teachers, pupils, and patrons of the schools.

The President announced as Committee on Railroads, Profs. Gower, Olney, and Crissey.

Mrs. L. A. Osband, of Albion College, read a paper entitled :

THE RELATION OF THE TEACHER TO THE MORAL AND RELIGIOUS CULTURE OF THE FUTURE.

By common consent, that philosophy of life which counsels enjoyment of the present without concern or effort for the future, is pronounced ignoble and selfish. By common consent also, that life whose conduct is so ordered by foresight and a wise philanthropy that generations are thereby made wiser and better, is pronounced a benefaction to the race. History is a record of struggle, but the moral sense of mankind discriminates between those who strive for their own elevation, and those who labor for the welfare of others. The law that governs individuals governs also generations. Individuals may not repudiate the obligations of descent and parentage, nor can generations absolve themselves from indebtedness to the past and responsibility to the future. An age may be great in achievement, it may be rich in accumulations, but it is not self-made. It is the "heir of all the ages." Furthermore, it holds its inheritance only in trust. If it administers without reference to the future, it is a faithless guardian who enriches himself at the expense of his ward. Men do not live unto themselves, neither do generations. Questions which touch upon the conduct of life concern the things that are to come after; the outcome of a movement, its remote as well as its immediate effects, must enter into the reckoning.

From the outset, then, we shall consider the teacher's work not so much with reference to the present as to the future; not as an end, but as a means to an end.

All fields bear fruit for future use, but the husbandman may choose whether with scant and hurried preparation he will plant for the supply of immediate necessities, or whether, with careful and laborious toil he will prepare the ground for a more distant and more valuable harvest. He who enters upon the work of a teacher, commits himself, by choice, to the slower method. Of necessity, he puts away from his expectation the thought of immediate results. He covenants to wait for his reward till the in-gathering of the harvest; to put his faith in promise and wait patiently for performance. He withdraws from the arena where men strive for mastery to give his time and energies to a generation yet unfitted for the stage of action. He consents to give up the dearest ambition of the human heart, the glory of achievement, surrendering self that he may multiply in the lives and achievements of others, the power and purpose of his own soul.

The nobility of such a work in its higher and more spiritual relations, cannot be too highly exalted. Luther counted it second only to a Divine call, and the Savior took unto himself the name of Master, and called his followers pupils. But it is with the teacher in the more common relations of his work that we have to do at present. Even here we fix upon this forward-looking characteristic as the one through which we are to get an insight into the real nature of his work. This relationship to the future is what lifts his calling from the plane of mechanical and professional labor. By virtue of it he ceases to be merely a workman earning and receiving his daily stipend, and is transferred to the ranks of those to whom it is given to shape opinion, to awaken thought, to strengthen and direct public tendencies.

DeQuincy draws a distinction between what is valuable for common uses, and what is immortal from its ministry to our highest faculties,—its appeal to man as man. The teacher's work partakes of both. As an instructor he communicates knowledge; as a man, by a subtle magnetism he puts himself in communication with the soul of the child, and awakens in it a sense of the possibilities of being. In committing to him the children, we give into his hand not the realities of the present, but the hidden things of the future. No estimate of his work, therefore, is at all adequate, which does not pertain to the building of character, the creation of a pure and noble manhood.

An appeal to the standards of earnest teachers will show us that in their own estimate of their work they made two things emphatic: first, the paramount value of character; second, the subordination of intellectual culture as a means to an end. To an earnest woman coveting knowledge for herself and for others, we owe not only the noble Seminary of Mount Holyoke, but the inspiration of almost all that has been done for the education of woman. Yet no one can read the life of Mary Lyon and not perceive that above all things else she strove to develop character; that the thorough intellectual training upon which she insisted, was intended to aid the pupil, not in professional, but in really missionary work in the world. Andover and Exeter Academies made their impress upon New England, not so much through their rigid scholastic acquirements as through the constant and powerful influences which, during the administrations of Dr. Taylor and Dr. Abbot especially, were brought to bear upon the pupils' conduct and character. We shall have occasion again to refer to Dr. Arnold, but we cannot forbear to quote here his declaration that what he looked for in Rugby was, first, religious and moral principles; second, gentlemanly conduct; third, intellectual ability."

In this estimate of the real aim of education, an estimate in which teachers of wide experience and eminent success heartily agree, the place given to

moral and religious culture is that of absolute supremacy. With symmetrical and manly character as the end in view, the acquisition of knowledge is held to be a blessing only so far as with it there is cultivated in the child the knowledge of right, respect for conscience, and a sense of moral obligation so profound as to control the springs of action. This is preëminently the teacher's own estimate of his work. With the future of his pupils constantly in view, with a prophetic knowledge of the power which they are to exert in their own day and generation, he can scarcely fail to feel that whatever may be the estimate of his employer or his pupil, he himself can be satisfied that his obligations are met only when he has contributed all that lies in his power towards the development of the child's whole nature, physical, mental, and moral.

Let us now consider for a little the idea of education as connected with the State. In theory and in practice the American people have adopted the doctrine that it is the duty of the State to provide for the public schools. In every part of the Union there is nominally some provision for this purpose, a more or less efficient system of public instruction.

We are reminded just here that this term "instruction" was employed with definite intent, that there might be no question as to the character of the work to be done in the public schools. There is indeed a distinction between instruction and education. The one is a process of storing the mind with information; the suggestion is of accumulation, of increase. The other is a leading out of that which is within; the growth of faculties for which instruction has provided food; the development of individual powers. The one is a process of building; the other, of growth. The one may be passively received; the other can exist only by activity. There is therefore a fitness in the use of the term "instruction," inasmuch as it contains a hint that while the State may provide for bringing information to the mind of the child, it cannot guarantee the requisite activity of the youthful intellect. Be that as it may, this distinction of terms in school matters is not well defined by usage, and we must determine on what ground the State can be asked to provide for a system of public schools, in order to determine whether the underlying principle is the instruction idea or the education idea. Certainly between the priests and the secularists, the advocates of parochial schools, and the advocates of purely intellectual training, we ought to be able to find some ground involving first principles. If these can be clearly established, we have the data from which to deduce the fundamental idea of a school system.

That the people are the State, is the first axiom of American politics; the second is that the government exists by common consent for the benefit of the governed. The State, then, may undertake public service only so far as that service is a benefit to all. Things which, benefitting individuals, thereby benefit the body politic, clearly come under this head; whereas those which benefit individuals, without any common benefit, are clearly excluded, and can exist only by privilege. The State, therefore, provides for the common welfare, that is, for its own welfare. It is bound to provide for those things which are essential to its prosperity and its perpetuity. Now the prosperity and perpetuity of the State depend upon the virtue and intelligence of its citizens. The State therefore must provide for the child such training as will conduce towards making it a good citizen, virtuous to respect public order, and intelligent to understand and transmit the principles of good government. The character of the training required to accomplish this, will give us the State's idea of the work of the schools.

The theory of compulsory education is based on the assumption that the

State must educate as a matter of self-protection. Statistics, it is claimed, show that crime and illiteracy are in direct ratio, and therefore the State must protect society by requiring every child to spend sufficient time in the school-room to obtain the elements of an ordinary education. Such a training has, of course, a real value in giving the recipient a better chance in life, but we question whether, apart from the moral influences with which in times past the school-room has been surrounded, much else can be claimed for it. The belief that figures will not lie, has been relegated to the antiquities; modern experience demonstrates that they may be made to convey statements the very reverse of the truth. In this matter of crime and illiteracy it is more than probable that they have been made to bear false witness, and to proclaim a false gospel. We must not forget, in the discussion of this subject, that the statistics of crime are the statistics of detected and convicted crime. Now, learning not only widens the range of criminality, but increases the ability to conceal it. Crimes among the educated are more difficult of detection, more apt to escape punishment. On any supposition, therefore, detection and conviction would occur with more frequency among the illiterate. Then, too, there is not, even in civilized countries, any uniform definition of crime. The systems of arrest and conviction may vary so much in different countries, even in different parts of the same country, as to invalidate any conclusion which may be drawn from their criminal statistics. Nor should it be forgotten that in this country, at least, purely secular instruction has been almost entirely unknown; so that the statistics of the class known as "those who can read and write," are the statistics of a class trained in schools where moral and religious culture has been carefully attended to.

If we look to Europe, to the continent especially, where, as Dr. Gregory expresses it, the idea of education is not the manhood idea, but the economic idea, statistics put a different face on this question. Allison says that at the end of the first quarter of the present century "in Prussia, where one in seven of the whole population was to be found in school, the proportion of crime was twelve times greater than in France, where the proportion of the population in school was one in twenty-three. Also, that without exception in the whole eighty-four Departments of France, the amount of crime was in the direct ratio of the number of persons receiving instruction." If the testimony of these statistics is of any value, therefore, the only conclusion to be drawn from them is that a system of purely secular instruction fails to elevate the standard of morality, fails to prevent crime, and fails, therefore, of the only purpose for which it can claim the right to exist.

That such a result shall be reached by such methods, can hardly be a matter of surprise. Instruction in the purely intellectual branches, and the industrial arts, may be given without touching the quality of the child's nature, or awakening in him a sense of responsibility save for his own success in the struggle for life. Increasing the range of faculties does not change their nature. Crime is not an intellectual but a moral act, and is to be prevented through the cultivation not of the intellectual but of the moral nature. As well attempt to give strength and deftness to the hand by exercising the muscles of the foot, as to expect to cultivate the conscience by the exercise of the intellect.

The conclusions of men who have made crime and insanity the subject of special study, confirm this opinion. "The greater portion of mankind," says Dr. Elam, in his discussion of Moral and Criminal Epidemics, "are governed by instincts, appetites, and passions, uncontrolled by conscience or judgment,

and are therefore prepared to tread any path of indulgence. The remedy for this," he tersely adds, "is plain, palpable and on the surface,—a sound form of education, secular and religious." Hill, discussing the influence of education upon the prevention of crime, defines his idea of education as "a systematic development of the different powers of the mind and body, the fostering of good feelings, the cultivation of good principles, and a regular training in good habits." "In my opinion," says Montaigne, "the first lesson which should quicken the understanding of the young should be intended to form their morals and their perceptions." "A bad, ignorant voter," says the N. E. Journal of Education, "is no more dangerous than a bad voter who can read and parse every word in the Constitution of the United States."

If, then, the State is to educate as a matter of self protection, if it cannot afford to allow those who are to hold the reins of government in the next generation, to grow up in idleness, ignorance, and vice, the system of instruction which it provides must be such a system as is calculated to produce good citizens, men not only intelligent but obedient to law, just to their fellows, faithful to duty. Such a system must appeal to a standard of right and wrong, must quicken conscience, must awaken a sense of responsibility, must increase moral thoughtfulness. In a word, it must be a system of moral education,—in some sense, a system of religious education.

Morality, indeed, is rooted too deeply in religion to survive an entire separation from the parent stock. Right and wrong, reverence for truth, sense of responsibility, are in their very nature religious. They touch the deepest springs of life; they appeal to a belief in the existence and government of a higher power. Religious influence is moral influence carried into the higher and more spiritual activities of being; it is the crown, the fruit, the aroma of morality. Individual morality may exist as the result of surroundings, but national morality can endure only as it is based on religious faith. Hence, when we plead for moral instruction in the school, we plead for the text-book of morality, the Bible.

It is a strange thing that we are called to witness in these days,—a Christian nation, Christian communities, with laws and customs based upon Christian morality, asked to cut off the stream from the fountain-head; required to educate the young for places of influence and trust in the State, and yet to guard that education carefully from the source of those very principles by which we expect them to attain to useful and honorable citizenship! The American school system has been, from the very outset, moral and religious. The school did not precede; it grew up by the side of the church, and the State provided for its support, because, to use the words of the school-law of Massachusetts, "wisdom and knowledge, as well as virtue, diffused generally among the people are necessary for the preservation of their rights and liberties." Our fathers placed the Bible in the schools because they believed it to be the standard and source of morality. It is there to-day because it is still the standard and source of morality; it must stay there if we expect to preserve to our children the precious inheritance which we have received.

The readiness with which some of its professed friends have yielded the place of the Bible in the schools, is simply amazing. Do they forget that it belongs to the objector to show cause why an existing custom shall not continue? When the opponents of the Bible have succeeded in showing that its influence upon the young is prejudicial to national character and prosperity, it will then be time enough to discuss the question of surrender. The Bible in the schools

is not a question of policy or of majorities; it is fundamental to public morality and national welfare. Such questions are not put to rest by votes. The contest wanes only to be renewed again and again till right asserts and maintains its supremacy. The Bible is historically and virtually an element of our system; it may be put out of the school-room, but let it be understood that it goes out by force, and not by a surrender of principle.

That a denomination which, more than any other, appreciates the value of early training; which, calling itself Christian, opposes itself to a custom upon which all other denominations agree; which, enjoying in the schools all the privileges enjoyed or asked by other denominations, nevertheless sets up the plea of oppression,—that such a denomination should make an attack upon the schools is, of itself, an occasion for regarding its motives with suspicion. Rome is not an enemy to schools; she believes in them. In a few days she is to open, in three of the Southern States, no less than fifty schools of higher grade, in which board and tuition are to be afforded gratuitously to colored pupils. What she objects to is a system of schools which she cannot control, and with unerring instinct she makes her attack upon that feature which is the most formidable barrier to her influence.

In some things it is well to stand by the old landmarks. The Protestant school system of America has been the basis of the nation's hope, the condition upon which the permanency of our institutions has been affirmed. The persistent influence of the public school on the side of public order and good morals has been beyond estimate. Doubtless there has been much to be desired in its management and efficiency, but its aim has been in the right direction. When it shall cease to contribute towards good citizenship by its influence on private character and public morals, it will cease to be a public benefactor, and will have no claim to be maintained at the public expense.

The fact is that in a Christian country, with free Christian institutions, and Christian modes of thought and life, a system of purely secular instruction is impossible. Even in the primary school, which should not only complement but supplement the home training, there must be a constant appeal to the moral nature, often as a means of reaching and quickening the intellectual; whereas, in the higher schools, where history, science, philosophy, are taught, the discussion of questions on moral and religious grounds cannot be avoided. On such questions there can be no neutrality. The teaching which does not promote morality must promote its opposite; the philosophy which finds no God in nature or in history is blank atheism. When the foundations are removed, there is no longer any security for national morality, and national immorality is national suicide, under which all laws, systems, and interests, go to ruin together.

We have dwelt upon this subject of public instruction at some length, because we believe it can be shown that between the teacher's highest ideal and the ideal of the State, there is a difference only in degree. We have desired also to indicate some of the difficulties which are growing to be serious hindrances in the work of the school. Already the effect of the wrangle over the teacher's limitations is felt in hundreds of schools in which the children, catching an evil inspiration from the home influence, are inclined to question without discrimination all attempts to enforce order and good rule. Other hindrances arise from the spirit of the times. To-day we are crowding the course of study with topics. There is so much to be learned, so much to be illustrated, so much routine to master, that there is little time for formal instruction in morals and

manners. Even in the family, there seems to be little of the old-fashioned, patient training of the child in the way he should go, and we cannot expect the school to escape entirely the influence of popular sentiment. Then, too, there is a grievous letting down of the severe standard of public and private virtue which characterized the generation now passing by; at least, there is less faithfulness in holding men to strict accountability for conduct and belief. There is a manifest disposition to say, by actions as well as by words, that we are not our brother's keeper; and this applied to the training of childhood, forebodes disaster and ruin to the maturer years. There is still another thing which is not without its influence; notwithstanding all our International Sunday School machinery, it is a question whether our children are gaining in familiarity with, and reverence for the Book of books; whether we are not making the mistake of teaching them about the Book rather than the Book itself.

We cannot deny that in the condition of things induced by these causes, the teacher of to-day finds hindrances where the teacher of the past found helps. Yet we believe that taking all these things into the account, there is no barrier to his influence which an earnest, large-hearted, and conscientious teacher will not be able to surmount. Tact and experience may indeed be necessary to success, but there are few schools in which the teacher's devotion to the highest interests of his pupils, and his efforts to plant the seeds of integrity and virtue which shall in after years blossom into a beautiful life, will not be appreciated. Morals as a branch of study may not always find a place in the school-room, but the life of the school may be pervaded by a high moral sentiment; questions that arise may be referred to moral principles; appeals may be made to the moral sense, and all departures from rectitude may be shown to be departures from the highest and best standards. All this may be accomplished in connection with the ordinary work of the day. Then, too, the motives held up to induce faithful and efficient work (and, by the way, there is no such re-enforcement of a teacher's moral power as thorough work in the class-room), the habits enjoined, the timely warning against evil as against a real danger the loving and enthusiastic defense of virtue, truth, goodness, as real and vital things in life, all these come daily within reach of the teacher who is wise to know the occasion, and quick to improve it. These, illustrated and enforced by the example of an earnest life, may be made to wield a powerful influence over character, an influence in which the prophetic eye may discern the hope and promise of coming years.

How the teacher shall best accomplish these desired results, how he shall secure and maintain such an ascendancy over the mind of the pupil as will secure the most respectful and candid consideration of the truths he may present, how he shall awaken, inspire and guide, is a question which does not admit of a definite answer. In intellectual training, methods so loudly vaunted, so diligently enjoined, may perhaps be safely followed by those who fully comprehend and are able to use them; but in soul-culture, the blind, even the enlightened following in another's method, may lead to most disastrous results. Self-government and self-reporting were as all know, in the hands of Mary Lyon, a wonderful means of development of character, and quickening of conscience; but in the hands of how many of her imitators have they been the means of perverting the judgment and deadening the moral sense! Moral influence flows not from methods, but from the fountains of the inner life. The manner in which the soul of the master shall recognize and commune with the soul of the child, cannot be formulated. The only method which can insure success must be the

expression and out-reaching of the soul within. In this fact the teacher finds the strongest incentive to self-culture, the purest inspiration, the most exalted motives to effort. With no other aim, even, than the intellectual improvement of his pupils, he might well resort to this power of personal influence, for no promptings of ambition, no rewards of place or power, can secure the thorough energizing of the faculties which comes from a quickened conscience and a profound sense of responsibility. What teacher has not been impressed with this fact in reading the history of Rugby during those years when the storm of opposition which burst upon Arnold was at its height; when the hostility begun on theological and political grounds was carried into an attack upon the management and scholarship of the school; and when that remarkable series of successes achieved by the Rugby boys in the examinations of Cambridge and Oxford refuted and rebuked the charge, and the method of the master was vindicated by the intellectual triumphs of his pupils.

But there are few teachers, we are fain to believe, who do not aim to accomplish, in the performance of their work, something more than the mere professional labor required by their contract. Glorious as is the work of training the intelligence of the child, there comes to the teacher who fixes his eye on the future, a vision of something more glorious,—it is the development of character. In this he finds his noblest work, from it comes his richest reward. Let none be discouraged by the magnitude of the work or the influence of unfavorable surroundings. The path of duty leads always to a goal; our common acts have consequences of which we do not dream. The teacher may labor in silence and obscurity, and pass from among men without recognition or honor; yet he may have touched a spring of action which has influenced a nation's life. The true reward is not in recognition; it is in the result achieved.

What it is in the power of a single life to accomplish, no man may estimate. The life and labors of the honored teacher whose name we have already had occasion to mention, affords an illustration in point. If we trace his career we shall find him at first quietly and in comparative obscurity pursuing his task of preparing pupils for the Universities. Yet into that seemingly common-place work he put so much of manly inspiration, so much of fidelity to truth, such a conscientious sense of responsibility for the future, that it was said of him, by the learned Provost of Oriel, that he needed only position and opportunity to change the spirit of the public schools throughout the realm. The opportunity came. Placed at the head of one of the great foundation-schools of England, he entered upon his work with the same spirit that had marked his life as a private tutor. At that time, such was the condition of those schools that good men declared them to be the seats and nurseries of vice; yet, with true English courage, he set about the work, not of overthrow, but of reform. Taking things as he found them, he brought to bear upon the school the whole force of an earnest and manly character. Hopeless of moulding and controlling the boys through the masters alone, he brought to bear all his own manifold personality upon the pupils of the highest forms who were under his more immediate care, and through these he sent an influence downward through the school, which was felt by the lowest class and the most vicious boys. Gradually he wrought a change in the spirit of the whole school. Abuses could not flourish under his searching and vigorous administration. What was bad he crowded out to make room for something better; what was negatively or passively good, he energized into a good, positive and active. His teaching was thorough,

earnest, educative,—the work of a full mind, and a clear and active brain ; yet no young man came within his influence without feeling that himself rather than his scholarship was the real aim of the master's efforts. Arnold received the material placed in his hands as boys to be treated as boys, but he never lost sight of the fact that they were to be trained up into earnest Christian men. Therefore the great aim and purpose of his teaching was to awaken moral thoughtfulness, to reach the secret influences which were shaping the future manhood. Himself entering with passionate enthusiasm into all the moral and social questions of the hour, he stood before his boys an image of high principle and feeling, at once an example and an inspiration. So much of his life went into their lives, so much of his spirit animated their aims, that to-day, living and acting through them, his influence upon English life and thought is multiplied a hundred fold. His proudest monument is not in Rugby chapel, but in the host of heroic men, who, from the Premier lately standing beside the throne, to the humble soldier in the remote colonies, are fighting out the battles he began, with the faith and heroism which he inspired.

When Sir John Franklin sent back to England for a Missionary Bishop for New Zealand, the Master of Rugby wrote to one of his pupils, "He wants a man to be the father of the education of a quarter of the globe." To-day the same cry of want is echoed from another quarter of the globe. America wants men to maintain and carry forward her system of education ; a system which is not only adequate to perform the work of the present, but able to send a healthful impulse through the coming years. The need of the times is not for qualified instructors only ; we want men—and women—of earnest purpose, of strong moral fiber and unyielding principle, of cultured brain and ardent soul ; men and women into whose hands we may commit the rising generation, with the assurance that it will be faithfully trained not only in sound learning, but in earnest and virtuous living.

In opening the discussion upon this paper, Prof. Olney quoted the following from Rev. Dr. Mayo's address before the National Association at its meeting in Boston in 1872 :

"So we are brought down in the common school from the stupendous obligation of training souls for eternity, to the sufficiently arduous undertaking of keeping the United States of America out of hell by educating American children into virtuous American citizenship, as that is practically understood in every Christian country."

This he characterized as a specious and vicious fallacy, although at the time the speech received the most extravagant eulogies from some of our most sagacious educators. The fallacy, he said, lay in the tacit assumption that there is a training adapted to make the best type of citizen, which is not necessarily the best training for eternity. He had no such idea of the here and the hereafter. That training which fitted souls for eternity also fitted them for virtuous citizenship ; and no training could fit for the best type of citizenship, which did not fit for eternity.

This, he said, was the principle upon which the paper was constructed. To these sentiments of the paper he said a most hearty *amen*. The grand function of the school is to develop character. Character is more than scholarship. Morality and virtue are the basis of character. The Bible is the only basis for sound morality or virtue. He did not care so much whether the Bible went

into the school bound in book form, as he did about its going in in the character of the teacher. The teacher's character is the real educating force in the school-room. As teachers we must accept the responsibility of impressing our own characters. Positivity—power to impress—is the characteristic feature of a real teacher. The effect of our work in the world can be better measured by what we have *been*, than by what we have done.

Prof. I. N. Demmon, of Michigan University, read a paper on

THE USE OF LIBRARIES IN OUR PUBLIC SCHOOLS, AND THE TEACHERS' RELATION THERETO.

I. THE IMPORTANCE OF THE LIBRARY IN OUR EDUCATIONAL WORK.—Upwards of thirty-five years ago Thomas Carlyle gave utterance to these memorable words: "If we think of it, all that a University or final highest school can do for us, is still but what the first school began doing,—teach us to *read*. We learn to *read*, in various languages, in various sciences; we learn the alphabet and letters of all manner of books. But the place where we are to get knowledge, even theoretic knowledge, is the books themselves! It depends on what we read, after all manner of Professors have done their best for us. The true University of these days is a Collection of Books."¹ These words seem extravagant, and they were probably intended to be so; but they contain a truth the importance of which, if I mistake not, is coming more and more to be felt. A college librarian of large experience with young men recently said: "Somehow I reproach myself if a student gets to the end of his course without learning how to use a library. All that is taught in college amounts to very little; but if we can send students out self-reliant in their investigations, we have accomplished very much."² I am confident that the feeling is a just one, and that it ought to be shared by every teacher in college and out.

The power of the printed page is realized by this generation as by none that has preceded it. Out of the many ways in which this is shown, I mention the great increase every year in the number of printed books, and the rapid growth of the Free Library. Let us look for a moment at a few facts connected with the last mentioned institution, which some one, perhaps with Carlyle's words in mind, has called "The People's College." It took its rise in our country about twenty-five years ago, and to-day there is scarcely a city of importance in the Union that has not a free library of considerable extent and popularity. In some cases it has already become a powerful accessory in the great work of popular education.

The Boston Public Library is the most notable instance. This library, established through the labors and influence of such men as Edward Everett and George Ticknor, and with the avowed purpose, as Ticknor wrote, of making it "the crowning glory of the public schools," has grown in twenty-five years from 9,000 volumes to 312,000; and from an annual circulation in 1853 of 35,000, to 1,140,000. During the year 1876, the Library loaned on an average nearly 4,000 volumes every day in the year, and on some days as high as 8,000.

¹ On Heroes. People's Edition, p. 150.

The records show that during the past ten years there have been more than a million of applicants for tickets to draw books.

From the Government Report on the Public Libraries of the United States, we learn that in 1875-76 there were reported to the Bureau of Education 3,682 public libraries, containing upwards of 300 volumes each. The total number of volumes in these was 12,276,964 exclusive of pamphlets. This does not include district school libraries, although there are many that have upwards of 300 volumes. Many libraries were not reported, and no notice was taken of parish and Sunday-school libraries, which are almost as numerous as the churches of the land.

I have cited these figures to indicate the rapid growth and increasing power of the public library in our country. At the recent conferences of librarians, both in this country and in England, the value of the library as a popular educator was emphasized, and it is manifestly coming to take its place beside the public school as an important factor in our educational system. Out of the many services that the library may be made to render to the schools, let me suggest two.

1. One great objection urged against our graded system of schools is that it is an iron bedstead to which all pupils must be fitted. The difficulty is a real one, and various solutions have been offered. May not at least a partial solution be found in the library? The boy who learns his lessons in half the time that his duller classmate needs, may, under the direction of a wise teacher, be led to employ his extra time in reading good books. The amount of profitable work that may be done in the way of collateral reading or of general reading is practically limitless, if once the boy can be started on this track. If he has a special liking for a particular line of study, let his reading be directed in harmony therewith. He will thus read with most profit; for it is true that "what one reads as a task will do one little good." If the bright boys and girls in our schools could be induced to this course, I believe we should hear less complaint about the hampering influences of the graded system.

2. The large majority of the children in our public schools fail to enter the high school, and few go beyond it. If we can inspire this large class with a love for good reading and teach them how to read, their education will not stop on their withdrawal from school. The love of reading, once acquired, is irrepressible; and thus "the free library will continue to do the work of the free school." "Culture," says Matthew Arnold, "is indispensably necessary, and culture is reading; but reading with a purpose to guide it, and with system. He does a good work who does anything to help this; indeed, it is the one essential service now to be rendered to education."*

II. THE TEACHER THE NATURAL GUIDE TO THE PUPIL IN THE CHOICE AND USE OF BOOKS.—If the library, then, is to play so important a part in a rightly ordered system of education, the question naturally arises, who is to direct and control this great agency? Obviously, those who are called immediately to direct and control the work of the public schools. Formerly, the minister was the leading literary adviser of the community, and his voice should still by no means be disregarded when he shows himself a man of culture; but to-day the teacher of the public school comes into the closest relations with the child's intellectual life, and should be best fitted to become the guide to his

*Preface to *Literature and Dogma*, 4th edition, pp. xxxiii-iv.

reading. In order to do this, he must know how to find the best editions of the best books on any subject, and how to put his pupils in the way to read them intelligently.

Again, perhaps nothing connected with their work perplexes book committees so much as to know what books to buy. The questions constantly arise: "What are the best authorities on a given topic?" "What are the best works of a given writer?" "What are the best editions of given works?" The bookseller will rarely be of any help on these questions. He naturally gives you the book he has in stock, be it new or old, oftentimes not knowing the difference. He naturally, too, sells the edition on which he can make the best profit, and it frequently happens that inferior editions can be had of the publishers at heavy discounts. This is notably the case with the works of Macaulay, Hallam, Gibbon, and is true of nearly all our standard authors. It is highly important that teachers should be able to render aid at this point.

In many cases the libraries of our State are practically in the hands of the teachers of its schools, and I think I may safely say that the teachers of the State are in a position to control, directly or indirectly, the purchase of the larger part of all the miscellaneous books sold. In order to assume and rightly discharge this great responsibility, some special preparation is necessary. How shall the teacher secure such preparation? Our universities, colleges, and normal schools still lack the "Professorship of Books and Reading," advocated by Emerson years ago, and by many others since, and we are left to our own devices. This preparation does not necessarily imply the reading of many books. It is impossible that we should know much about the great mass of books from personal reading and study of the books themselves. I admit that the only satisfactory way of learning what is in a book is to read the book itself; but we are compelled to select on other principles what we shall read and recommend. It has been estimated that the man who should undertake to read all the current issues of our book and periodical press would need for the purpose 15,000 working days of ten hours each every year. No allowance is here made for reading the publications of all past times. We are driven therefore to avail ourselves of the labors of specialists who have kindly made it their business to sift the great mass of material yearly thrust before us, and to point out what is best worth attention.

III. SOME WORKS CONSTITUTING AN APPARATUS.—The need of works on Bibliography was early felt, and such works are very numerous. A complete list would probably contain more than 20,000 titles. The ninth edition of the *Encyclopædia Britannica* has an excellent treatment of the general subject. My purpose in this paper is practical, and I shall simply call attention to a few of the best helps which should be accessible to every teacher and librarian. These naturally fall under two heads: A—Bibliography proper. B—The History and Management of Libraries.

A. 1. BRUNET'S *MANUEL DU LIBRAIRE*, covers the whole range of literature ancient and modern, and is the best general work on Bibliography. "It is both alphabetical by authors and classified by subjects." The fifth edition in five volumes, Paris, 1860-5, is the best.

2. ALLIBONE'S *DICTIONARY OF ENGLISH LITERATURE AND OF BRITISH AND AMERICAN AUTHORS*, is well known. It has many bibliographical details and will be found of great but unequal service. As far as the letter O the record generally closes about 1858, and is much less complete than in the latter part of the alphabet, where the record comes down to 1870.*

* Handbook Boston Public Library, p. 83.

3. LOWNDES' BIBLIOGRAPHER'S MANUEL (last edition enlarged by Bohn, 6 vols. 1857-64) is a great storehouse of information about English books.

4. PERKINS' BEST READING (Putnam's, New York) is a common book and a useful one for finding books by subjects; but it needs to be used with caution, as the author does not always discriminate as he ought between different editions. Still the book is convenient, and when supplemented by others is too valuable to be neglected.

5. THE PUBLISHERS' TRADE LIST ANNUAL is a volume made up of the priced catalogues issued by different publishing houses in the United States. It is valuable for showing where recent American publications may be had and at what price. The cost is small.

6. A REFERENCE CATALOGUE OF CURRENT LITERATURE does for the London publishers what the Trade List Annual does for the American publishers. It contains the full titles of books now in print and on sale, with the retail prices, and an index to the whole covering some thirty thousand titles. It also has a list of the most familiar pen names. F. Leyboldt, New York, is the American agent, of whom it can be had for about \$2.50. For recent French and German publications, the list of F. W. Christern, New York, will be found serviceable. The German lists of Westermann and of Steiger, New York, are also full.

7. THE CLASS LISTS OF THE BOSTON PUBLIC LIBRARY are of the greatest value to teachers in directing the reading of their pupils, and to all persons that wish to read by subjects. They are five in number, as follows: 1. History, Biography and Travels; 2. Arts, Sciences, and Professions; 3. Fiction and Juveniles; 4. Poetry, Drama, and Miscellanies; 5. Foreign Books. They are sent to non-residents on receipt of the cost of manufacture and postage, or \$4.75 for the five. They are supplemented by Quarterly Bulletins of like character at 20 cents each. Even a cursory glance at these lists discloses their great value. "Elaborate notes under many headings give a concise history of the literature of the subject, and often characterize the more important works, or state their general repute, with the design of assisting the reader in his selection. Copious references to works and parts of works treating of these subjects make it easy for any one to pursue courses of study."¹ The publication of the first of the above named lists revolutionized the reading on those subjects in that great library. Similar lists are now being made for Harvard College Library.

8. THE ACADEMY and THE ATHENÆUM, of London, are devoted to critical notices of current English publications. They should be taken and preserved, at least in the larger libraries. THE WESTMINSTER REVIEW has also quite full notices of Contemporary literature. Any book commended in the New York Nation is pretty sure to be worth attention. Other book-reviews in our Magazines and newspapers may now and then be of service, but you can never know to what extent the reviewer is influenced to a favorable opinion by a free copy or by the prospect of advertising. Most of our Magazines are run in the interest of certain publishing-houses, and this fact must be kept in mind in reading their book-notices.

B. 1. HORNE'S INTRODUCTION TO THE STUDY OF BIBLIOGRAPHY (2 vols., London, 1814) is said by the writer of the article in the *Encyclopædia Britannica* before referred to, to be "perhaps the most useful book of this kind in the English language. Besides some excellent specimens of early typography,

¹ Quoted in *Library Journal*, i. 215.

it contains full lists of authorities on bibliographical and literary history, and a copious account of libraries both British and foreign."

2. EDWARDS' MEMOIRS OF LIBRARIES (London, 1859,) and FREE TOWN LIBRARIES (London, 1869,) are especially valuable to those interested in the history of libraries. The former contains an extended account of libraries both ancient and modern; the latter gives a full account of the formation and management of the popular library in Britain, France, Germany, and the United States.

3. PUBLIC LIBRARIES IN THE UNITED STATES OF AMERICA, THEIR HISTORY, CONDITION, AND MANAGEMENT, is the *opus magnum* on the whole subject. The various questions of cataloguing, indexing, binding, etc., are each treated by specialists. It may be had of the Commissioner of Education, Washington.

4. THE LIBRARY JOURNAL (F. Leypoldt, New York) is the official organ of the Library Associations of this country and of England, and aims to express the latest conclusions on all subjects pertaining to libraries. It is now in its second volume, and the back numbers may be had from the first.

5. PETZOLDT'S KATECHISMUS DER BIBLIOTHEKENLEHRE (2d edition, Leipzig, 1871). For those who read German, "this little manual is fairly crammed with information in detail as to every department of a librarian's labors."

Both these lists might be greatly enlarged, but persons familiar with these will need no further direction. With such an apparatus as I have now mentioned, accessible to all the teachers, and a well selected library of from two to three thousand volumes to be increased gradually from year to year, men and women of intelligence and spirit in charge of our schools may work wonders in elevating the popular taste. The library connected with the Adrian schools is now doing this work more efficiently than any other known to me.

IV. SOME GENERAL PRINCIPALS AND DIRECTIONS.—I might stop here; but there are other topics germane to my subject, to some of which I ask your attention for a few moments more.

1. The subject of binding is too important to be passed without a word. Some one has said that "book-binding ought to take its place among the decorative arts." I am sure that every one who has tried to get a book bound to his taste will agree with the suggestion. Not one binder in ten will put a book into a cover that you can contemplate without a shudder. As to materials, morocco is conceded to be the most durable; but beware of imitations. Half binding is not expensive and is good enough. Buckram, a kind of stout linen cloth, promises to supplant all other materials as a cheap and durable binding for libraries; but it has not yet come into the hands of American binders to any extent. Avoid leatherette. Books are often marred in trimming. My taste would allow the binder to trim nothing more than the upper margin. German and French books should be imported in binding, as they can be bound on the other side at half the cost and generally in better taste.

2. How shall we cultivate a taste for reading in those who have it not?—By giving them something to read that they can take pleasure in. "Give the child the best book he will read, but have him read something." You may have to begin with stories; all children like stories. There seems to be a very general agreement among those who have most experience in the matter, that stories are useful in developing a taste for higher reading, if for nothing else. But story-reading should not be carried too far, and the stories should be select. There are many in the market that are vicious, many that are highly sensational and

that give children false ideas of life, and many that have the fault of being "harmless." The whole business of juveniles is overdone. There are some books that every boy that has a chance will read, and that every boy should read before he is fifteen. Such are Sanford and Merton, Robinson Crusoe, The Pilgrim's Progress, The Arabian Nights' Entertainments, Tom Brown at Rugby, Irving's Sketch Book, Jacob Abbot's Histories, and many others of like character.

While I would give boys and girls none but books of positive merit, care should be taken not to attempt too much at first. Young readers are sometimes driven from books by being confined to books they cannot appreciate. "Be careful that in grafting the tree you do not sap its life." Some one has truly said that "the great masterpieces of human research and eloquence and fancy are to most boys pure nuisances." From the recently published diary of John Quincy Adams I have extracted a passage which is so pertinent to this inquiry that I cannot forbear to present it entire. At the age of sixty-two he writes: "In youth, fairy tales, the Arabian Nights, fictitious adventures of every kind delighted me, and the more there was in them of invention, the more pleasing they were. My imagination pictured them all as realities, and I dreamed of enchantments as if there was a world in which they existed. At ten years of age, I read Shakspeare's 'Tempest,' 'As You Like It,' 'Merry Wives of Windsor,' 'Much Ado About Nothing,' and 'King Lear.' The humours of Falstaff scarcely affected me at all. Bardolph and Pistol and Nym were personages quite unintelligible to me; and the lesson of Sir Hugh Evans to the boy William was too serious an affair. But the incantations of Prospero, the loves of Ferdinand and Miranda, the more than ethereal brightness of Ariel, and the more than beastly grossness of Caliban, made for me a world of revels, and lapped me in Elysium. With these books, in a closet of my mother's bed-chamber, there was also a small edition, in two volumes, of Milton's Paradise Lost, which, I believe, I attempted ten times to read, and never could get through half a book. I might as well have attempted to read Homer before I had learnt the Greek alphabet. I was mortified, even to the shedding of solitary tears, that I could not even conceive what it was that my father and mother admired so much in that book, and yet I was ashamed to ask them an explanation. I smoked tobacco and read Milton at the same time, and from the same motive—to find out what was the recondite charm in them which gave my father so much pleasure. After making myself four or five times sick with smoking, I mastered that accomplishment, and acquired a habit which, thirty years afterward, I had much more difficulty in breaking off. But I did not master Milton. I was nearly thirty when I first read the Paradise Lost with delight and astonishment."*

Notwithstanding the admitted folly of trying to interest children in the great masterpieces, they ought to be led as far as possible to an early acquaintance with standard authors. One great evil resulting from the present glut in juveniles is that this acquaintance is delayed too long. Many a boy spends his days and nights in reading through the long series of Oliver Optic's stories, when he might far better be employed in reading something higher if he only had somebody to direct him. Many a bright girl wastes hours over the idle stories and worthless sentimental rhymes of the Ladies' Magazine, when she is capable of enjoying the poetry of Longfellow and the novels of Dickens.

* *Memoirs*, vol. viii., pp. 156-7.

3. What has just been said suggests another inquiry: What advice should we give our pupils about the reading of magazines and newspapers? My opinion is very decided. Periodical literature is assuming an abnormal prominence in our day. The newspaper and magazine thrust themselves in our way at every turn, and consume the time needed for reading what is less ephemeral. I agree most heartily with one of the prominent college librarians of our country, when he says: "If this and succeeding generations fail to produce scholarship commensurate with their advantages, will it not be largely due to the frittering away of time which might be spent on good authors over short and carelessly written paragraphs on insignificant current events?" As an example of many person's ideas on the reading of newspapers, take the following letter recently written to the editor of a religious journal. I suppress the names.

"DEAR BRO. ———:—In the last ——— was something in regard to reading all there was in a paper, if it was a large one. I wish to inform the readers of the ——— that there is one who reads it all, except the advertisements, and would if it was larger; and I read five other weeklies besides, and many good books also, and do not fail to read more or less in the Bible every day. *

* * * "Think of a man's reading through *six* weekly papers every week! What a walking cyclopædia of confused and worthless information he must be, unless, as is probable, he forgets most of what he reads. It is often urged in defense of reading magazines that many good books are reprints from them. Now and then a really valuable work first sees the light in the pages of a magazine, while most of the reprints are not heard of after ten years; but what is to be said of the far larger portion that is not worth reprinting? Shall we cumber our minds or our shelves with it? It may be well in large libraries to keep bound volumes of the leading periodicals, but they should have a minor place in our school and home libraries. The time consumed in reading any one of our leading American magazines for a year would suffice for a careful reading of Bancroft's History of the United States. Which, think you, would be of more value to a thoughtful young man or woman, a good knowledge of the contents of the *Atlantic* or *Scribner's* for the past five years, or an equally good knowledge of Shakspeare's plays? The newspaper and the magazine have their place, but it is not the foremost one as many people seem to think. It is shocking to see how many persons claiming to be educated neglect the great masters of literature for the fashion of the hour! It seems to me that the wrong must be largely due to their education.

4. To what extent shall we introduce fiction into our school libraries, and how far shall we encourage pupils to read it? Some would exclude it entirely, but I think unwisely. As before indicated, a limited amount may be found useful in creating a taste for reading. Furthermore, a knowledge of our standard fiction seems indispensable. I would have sets of Scott, Dickens, Cooper, Hawthorne, and George Eliot. I would also have Thackeray's Novels, and if necessary urge them upon older readers, who alone are likely to appreciate this greatest of English novelists. Miscellaneous and current fiction of the second and third class I should be chary of, and should stand considerable pressure before admitting much of it. Fashion in literature is one of the fashions we can afford to discountenance, and one that we may help to reform.

5. I have before suggested that the teacher may do a good work for his brighter pupils by encouraging them to collateral reading on the subjects of their text-books. This is particularly feasible in the higher grades, and I wish to enlarge upon it a little, since I regard it as one of the surest methods

of leading to a correct taste in reading. If you are teaching Cæsar, for instance, make yourself and your class acquainted with the best books and parts of books bearing on the subject. During the year assigned to this study, you will find some of your class reading the life of Cæsar, the history of his time, and the various estimates of his place in history. In this way the study may be made something more than a mere "vehicle for Latin Grammar." The various subjects in the departments of History, Literature, and Science, all afford excellent illustrations of what may be done in this way. The enthusiasm and spirit of inquiry thus fostered cannot fail to lay the foundations of genuine scholarship. To use the words of a writer before quoted: "There is a school-boy way of going through a course of study from term to term, learning precisely what is assigned, never looking to the right hand nor to the left for collateral views of different writers. Servility and narrowness are the result. There is also a manly and scholarly method of making the required study only a nucleus about which are to be gathered the results of much interesting and profitable investigation,—the pathway of thought through a wide field of inquiry. This is the true method of a higher education."¹

Much may also be done to assist pupils in their reading by assigning themes for composition accompanied with references to the best sources of information in the library. This has the added advantage of securing more honest work than when the pupil is left entirely to himself in this exercise.

Through the kindness of Mr. H. D. Harrower, I have received from Professor James Baldwin, Superintendent of city Schools at Huntington, Indiana, schemes of study and reading which he prepares monthly for his pupils. A specimen is here inserted:

COURSE OF READING, GRADE A, HUNTINGTON, IND., CITY SCHOOL, NO. 2, JAN., 1878.

American History—Epoch of Colonization.

- a. Our country, to year 1700.
- b. Bancroft's History United States, Vol. III., chapters 20, 21 and 22.
- c. Conquest of Mexico, Vol. II., to page 100.
- d. Abbott's History of Cortez.
- e. Irving's Columbus, Vol. II., also Vol. I., continued.
- f. Ancient America, continued.
- g. Western Annals, to page 40.
- h. Romance of American History, Chapters I. and II.
- i. New England Legends.
- j. Longfellow's "Miles Standish."

NOTES.

Notes must be taken as last month, and submitted for grading at the close of the month.

Full reports of the amount and character of the reading done will be required each month.

ESSAY.

Each pupil will be required to write on one of the following subjects:

- a. The French discoveries in America, with some account of the character of the early French settlers.

¹ Dr. Robinson in *Gov't Report on Libraries*, p. 517.

- b.* The colonists of Virginia compared with those of Massachusetts.
- c.* The character and peculiarities of the Puritans.
- d.* The Dutch in New York.

MAP.

Draw, in your note book, a map of North America as known in the year 1700.

B, HIGH SCHOOL, ENGLISH, 1877, NOVEMBER.

LITERATURE.

Merchant of Venice completed. Hamlet begun.

To be Read.

Schlegel on Shakspeare. Hudson on the Art of Shakspeare. Whipple and Lowell on Shakspeare.

To be Studied.

1. True meaning of difficult passages. 2. Shakspeare's art. 3. Analysis of characters. 4. Morals derived from the play. 5. Select quotations.

RHETORIC.

Reviews.

The essential qualities of a correct and elegant style, and how to secure them. Consult Hart's Rhetoric.

Essay.

(*a.*) Admirable characters in the Merchant of Venice. (*b.*) Shylock's morals. (*c.*) Shakspeare's art. (*d.*) The Tudors.

Oration.

(*a.*) Shakspeare's Shylock and other Shylock's. (*b.*) Is the world likely to see another Shakspeare? (*c.*) The theatre.

HISTORY—1545-1625.

The Tudors (continued). Mary Queen of Scots. James I.

To be Read.

1. Knight's England, Vol. III., chapter 20-25. 2. Lingard's England, Vol. IX., Chapters 1-4. 3. Queens of England, Vol. III., also that part of Vol. IV. relating to Anne of Denmark. 4. Abbot's Mary Queen of Scots.

COLLATERAL READING.

1. Charles and Mary Lamb's Tales from Shakspeare.
2. "City of the Sea," in Harpers' Magazine, Vol. XLV.
3. Bacon, and Ellesmere and More in Lives of Lord Chancellors.
4. Student's France,—Reigns of Henry IV., and Louis XIII.
5. Henry VIII., in Littell's Living Age, Vol. CVIII., p. 387.
6. Shakspeare's Henry VIII.
7. Epochs of English History—The Tudors.
8. Tennyson's Queen Mary.
9. Scott's Kenilworth, The Monastery.
10. Cyclopaedia articles: Sir Thomas More; Cardinal Wolsey; Philip II., Jane Grey.

The course of reading is systematic and as complete as circumstances will permit. Scholars are expected to follow it as closely as possible. Reading at random is time wasted. Read for profit and not for pleasure, and more pleasure will be derived. Take notes on the best things you read.

Mr. Baldwin writes me as follows: "This system has been pursued about one year. I take great pleasure in recording the following results:

1. Indulgence in trashy literature is scarcely known among our pupils.
2. In the five months just past nearly three thousand volumes have been taken from the library, by the pupils, to be read at home, in addition to a great amount of reference work done in the reading room.
3. Of the volumes mentioned above, only five per cent were fiction.
4. Pupils, especially in the higher grades, have developed the power of independent research and investigation to a wonderful degree.
5. Our scholars have attained a very complete knowledge of current events, and have no inconsiderable fund of general information.
6. All this has been accomplished without any neglect of the other branches of study in any grade."

In conclusion, the teacher should become to his pupil "a guide and friend." If information is sought which you cannot supply at the moment, don't put off the inquirer till you have had time to look it up privately. Set to work with him; show him your method of "chasing down" a subject; teach him how to use dictionaries, indexes, and tables of contents. "Work aloud" before your pupils as the German professor is said to do. In short, show them how to carry on investigations for themselves. Young men and women who go forth from our schools with this sort of training are far better equipped for making their way in the world than they possibly can be by any thoroughness of machine memorizing and recitation of the text-book alone. The teacher who can thus open the fields of literature to his pupils and lead them to walk therein with appreciation and self-reliance, has done them a service for which they can never be too thankful.

Prof. Lodeman for the committee on nominations, reported as follows:

For President—Prof. Edward Olney, LL. D., Ann Arbor.
Vice Presidents—Sup't A. J. Daniels, Grand Rapids; Mrs. L. A. Osband, Albion;
 Prof. Richards, Chelsea.
Secretary—Prof. Delos Fall, Flint.
Assistant Secretary—Miss E. Pruden, Coldwater.
Treasurer—Supt. C. B. Thomas, Niles.
Executive Committee—President H. Q. Butterfield, Olivet; Prof. Louis McLouth, Ypsilanti; Sup't J. C. Jones, East Saginaw.
Holding over—Prof. E. A. Strong, Grand Rapids; Prof. W. L. Smith, Saginaw City;
 Supt. Austin George, Kalamazoo.

The report was accepted and adopted.

Sup't Austin George, for the Committee on Resolutions, reported as follows:

1. *Resolved*, That the thanks of the Michigan State Teachers' Association be voted to the Flint and Pere Marquette, the Detroit and Milwaukee, the Chicago and Lake Huron Railroads, and the Hotels of East Saginaw for reduced rates; to Superintendent J. C. Jones of East Saginaw, for his successful efforts in perfecting the many arrangements for the meeting of the Association and the comfort of its individual members; to Prof. H. B. Roney and his assistants for the delightful music of the evening meetings, and to Prof. W. L. Smith, for the instructive musical exercises of the day sessions; to the citizens of East Saginaw for their hospitality, and for their interest in the purposes of the Association as shown by their numerous attendance at its meetings; to the East Saginaw daily Press, for very full and able reports of our proceed-

ings; to the officers of the Association, for the impartial manner in which their duties have been performed.

2. *Resolved*, That the special thanks of the Association are due and are hereby tendered to the First Congregational Society of East Saginaw, for their courtesy in opening their beautiful church edifice for the meetings of the Association; such public spirit and zeal for education are only equalled by the liberality which provided this elegant meeting place,—warmed and lighted,—free of expense to the Association.

3. *Resolved*, That the Association express its deep regret that the Michigan Central Railroad apparently fails to recognize the claims of the Association, and the hope is expressed that the leading railroad of the State will hereafter treat the educators of Michigan with the same courtesy extended to other interests.

4. *Resolved*, As the sense of the Association that the number of topics presented should be limited to two for each half-day, thus giving more time for the discussions; future officers are requested to have this in mind in arranging the programme.

All of which is respectfully submitted.

AUSTIN GEORGE,

Chairman Com. on Resolutions.

The report was adopted.

The committee on the Exhibit of Examination Papers and other school work made the following report:

Your committee, to which was referred the exhibit of Examination Papers and other school work, would respectfully report:

1st. That the material exhibited was so diverse in matter and method of preparation that no statements of comparative merit would be possible.

2d. That few schools made any exhibit, and none a complete one. As a rule, the work of the more advanced grades only was shown. Below will be found a complete list of the schools which made an exhibit and the work sent forward.

3d. There was much diversity in regard to the severity and the comprehensiveness of the work required. In general the questions only called for a reproduction of certain consecutive statements from the book in use.

4th. There was great variety in the binding or mounting of the papers displayed. Some seemed to be essentially as they came from the hands of the pupils; others were plainly bound; others, elegantly. Apparently some papers had been carefully copied, others had not; some bore marks of haste, others showed care and deliberation. Usually the general papers were inferior in respect to penmanship, spelling, and punctuation, to the special papers upon these subjects.

5. Your committee, while they desire to commend the spirit which prompted the preparation of these exhibits, and while they regard any form of displaying the actual work of pupils as suggestive and valuable, are unanimously of the opinion that greater uniformity is desirable in this work if it is to be continued at future sessions of the association. They therefore recommend that the papers presented be those produced at the last examination regularly held before the meeting of the association; that they be uniform in size, style, and binding; that only the first draft of a paper shall be sent, but that when a class is represented a paper shall be sent from every member of the class; and that all papers shall be plainly marked, stating age, grade, subject, time allowed, etc.; and that a committee be appointed before the next meeting of the association to take charge of this matter.

DELOS FALL,

E. A. STRONG,

JULIA A. KING,

Committee.

LIST OF SCHOOLS AND MATERIAL EXHIBITED.

EAST SAGINAW.—Drawing, all grades; Algebra, ninth grade; French and Geometry, tenth grade; Latin, Natural Philosophy, German and Greek from the eleventh grade; Greek and Natural Philosophy, twelfth grade.

ANN ARBOR.—Geography, Drawing, Zoölogy, Chemistry, Geometry, Cæsar, Greek, French, German. Grades not marked.

HOUGHTON.—Reports, statistics, etc.

DECATUR.—Geometry, Algebra, Physiology, Latin.

ST. JOHNS.—Reports, statistics, etc.; Mental Philosophy, German, Latin, Natural Philosophy, Geometry, Algebra, Arithmetic, History, Grammar. Grades not marked.

HOWELL.—Fifth grade, Algebra and Language; sixth grade, Geography; eighth grade, U. S. History.

NILES.—Fourth grade, Arithmetic; eighth grade, U. S. History; twelfth grade, Virgil; also, spelling and Mental Arithmetic from first, second, and third grades.

PONTIAC.—Reports and statistics; second and third grades, writing; fourth grade, Arithmetic and Geography; seventh and eighth grades, Writing; eighth grade, History; ninth grade, Algebra; eleventh grade, Latin and Philosophy.

FLINT.—Drawing, Penmanship, Book-keeping, History, Arithmetic, Algebra, Chemistry, blanks and statistics. Form of binding, good.

WYANDOTTE.—Geography, Arithmetic, U. S. History, History, Algebra, Chemistry, Geometry, blanks and statistics.

LAPEER.—Sixth grade, Language; seventh grade, History; ninth grade, Physiology; eleventh grade, Greek.

The report was adopted.

The treasurer, Superintendent C. B. Thomas, of Niles, submitted the following report for the last two years:

TREASURER MICHIGAN STATE TEACHERS' ASSOCIATION.

	Dr.	Cr.
March, 1876. To balance from Ex-Treasurer Superintendent Brokaw.....	\$66 12	
1876. March 8. By Orders to H. A. Ford.....		\$66 02
“ “ 8. “ P. O. Order.....		10
		<u>\$66 12</u>
Dec. 1876. To membership dues and contributions for “proceedings” (at Lansing).....	184 63	
Aug. 25. To one copy proceedings.....	25	
Sept. 15. “ four copies proceedings.....	1 00	
	<u>\$185 88</u>	
Dec. 1876. By balance on orders to H. A. Ford.....		\$35 67
“ “ order to E. B. Pond (per Perry).....		15 00
“ “ postage and stationery (per Perry).....		4 50
“ “ janitor House of Representatives.....		5 00
“ “ W. L. Eaton, postage and telegram.....		1 66
“ “ L. A. Duncan (printing).....		3 25
“ “ order to J. M. Gregory (per Perry).....		25 00
Sept. 8, 1877. By order to C. R. Pattison (Bellows).....		88 00
“ 8, “ “ exchange (draft).....		20
“ 15, “ “ postage in “proceedings”.....		3 08
Oct. 23, “ “ expressage on package of proceedings.....		40
		<u>\$181 76</u>
By balance.....		4 12
		<u>\$185 88</u>
1877. Dec. 26. To balance on hand.....	\$4 12	
“ “ 28. “ membership dues (at Saginaw).....	60 00	
“ “ 28. “ three copies proceedings, 1876.....	60	
	<u>\$64 72</u>	
1877. Dec. 28. By printing (to Bellows).....		\$17 25
“ “ 28. “ “ (to J. C. Jones).....		1 25
1878. Jan. 9. “ “ (to L. A. Duncan).....		2 00
		<u>\$20 50</u>
Jan. 9. By balance on hand.....		44 22
		<u>\$64 72</u>
1878. Jan. 9. To balance on hand.....	<u>\$44 22</u>	

The report was adopted.

The Committee on Railroads offered a report, which was adopted.

[This report was not obtained for record.]

State Superintendent Tarbell introduced the President elect, Prof. Edward Olney of the State University, who addressed the Association briefly.

The Association then adjourned subject to the call of the Executive Committee.

W. CARY HILL,
Secretary.





UNIVERSITY OF ILLINOIS-URBANA



3 0112 109753357